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ABSTRACT

This guide chronicles the ongoing work and writings of the Chapin Hall Center for children at the University of Chicago, a policy research center dedicated to bringing sound information, rigorous analyses, innovative ideas, and an independent, multidisciplinary perspective to bear on policies and programs affecting children. The guide, organized by major research area, presents an overview of the research and policy issues involved, describes Chapin Hall research in each area, and lists relevant projects and publications. Chapin Hall's research agenda currently includes the following major areas: (1) children's services, covering problems that threaten children and the services designed to address those problems; (2) primary supports for child and youth development, concerning the community resources that enhance the development and well-being of all children; (3) community building, focusing on development, documentation, and evaluation of community-building initiatives designed to make communities more supportive of children and families; (4) international work, covering Chapin Hall's involvement in the development of children's policy research centers in other countries, the development of relationships with researchers and organizations in other countries, and research collaborations across national boundaries. (HTH)

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Projects and Publications

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Inside this Guide

Projects. Information on Chapin Hall's current and recently completed projects is presented in individual project descriptions under each of the Center's major research areas. We include in this volume projects completed in 2000 & 2001, as well as projects that will continue beyond 2001. The year given for each project is the actual or scheduled date of completion. For additional information on a project of interest, please contact one of the staff members listed in the project description.

Publications. Publications resulting from Chapin Hall's work are presented in two ways. Recent publications are treated in one way, earlier publications in another.

Recent publications that come from projects included in this edition of *Projects and Publications* are described with those projects and marked with a 📖. In a few cases, there are recent publications associated with earlier projects not included in this edition of *Projects and Publications*; these publications appear under the heading "Publications Resulting from Earlier Research." (For the purposes of this volume, "recent" generally means publications that have appeared since last autumn's edition of *Projects and Publications*.)

Earlier publications are presented in a publications list in this pocket. The list is comprehensive; it also includes the recent publications described in this volume.

Publications can be obtained in a number of ways. All items on this list that are published or distributed by Chapin Hall are available from the Center. Most Chapin Hall publications from the last several years can be downloaded from our website, www.chapin.uchicago.edu, at no charge. To order hardcopy editions of Chapin Hall publications, please use the order form that is included in this pocket along with the list. Note that some work by Chapin Hall authors is published or distributed by others, as indicated in the list.

CHAPIN HALL
Projects and Publications

The Chapin Hall Center for Children at the University of Chicago is a policy research center dedicated to bringing sound information, rigorous analyses, innovative ideas, and an independent multidisciplinary perspective to bear on policies and programs affecting children.

The Center devotes special attention to children facing significant problems, including abuse or neglect, poverty, and mental or physical illness, and to the service systems designed to address these problems. But Chapin Hall's focus takes in all children and a broad view of their needs. This includes children's potential as well as their problems, and the public and private services and supports aimed at fostering child and youth development.

Chapin Hall's Research Agenda

Chapin Hall's research agenda is shaped by this view of children and of the policies and practices, services and supports, that affect their well-being. The Center's agenda is regularly reviewed and, when appropriate, modified in response to changes in children's condition, to emerging issues in policy or practice, and to the interests and expertise of the researchers on staff. To date, these changes have generally been made within or around three major areas of research that have formed the core of Chapin Hall's research agenda for a substantial period. These are:

- Children's Services, covering the well-being of children, the problems that threaten their well-being, and the services designed to address those problems. These concerns encompass an array of policies and programs in social services for children, such as foster care, family preservation, and residential education and care, as well as efforts to reform the child welfare system; policies and programs in the economic arena, including welfare reform and food stamps; and both the child protection and juvenile justice functions of the juvenile court.
- Primary Supports for Child and Youth Development, concerning the resources that support the development of all children. These resources, usually based in communities, include parks, community centers, organized sports, art and theater programs, and opportunities for entrepreneurial activity and civic contribution. The issues addressed by Chapin Hall research include young people's participation in these programs, program quality, and administrative concerns and trends in the not-for-profit sector, including volunteerism and the formation of alliances to achieve economies of scale.
- Community Building, focusing on the development, documentation, and evaluation of community-building initiatives, in particular because of the important role that communities play in the lives of their resident children and families. In addition to work on individual initiatives, researchers examine issues fundamental to the community-building field, and to the array of participants and stakeholders in these endeavors, including the development of community capacity and governance of community enterprises.

A fourth area, developed over the last several years, cuts across these major substantive areas while extending the scope of the Center's work:

- International Work, covering Chapin Hall's involvement in the development of children's policy research centers in other countries, the development of relationships with researchers and organizations in other countries, and research collaborations across national boundaries.

The Ways We Work

As a policy research and development center, Chapin Hall develops and tests new ideas, generates and analyzes information, and examines policies, programs, and practices related to the well-being of children, families, and communities.

Chapin Hall's work in all of these activities and in all areas of its research agenda is characterized by a dual commitment to the world of research on one hand and the worlds of policy and practice on the other. This requires that the Center's work meet both the exacting standards of university research and the real-world needs of policy and practice, that Center staff work both to advance knowledge and to disseminate it.

Chapin Hall is also committed to diversity, not only of race, ethnicity, gender, sexual orientation, and physical ability, but also of experience, discipline, and viewpoint.

Chapin Hall's Staff

The heart of Chapin Hall's staff is a group of approximately fifty researchers, many of them leaders in their areas of specialization. Numerous disciplines are represented in this group including social work, social welfare, public policy, psychology, sociology, and law. This reflects Chapin Hall's commitment to a multidisciplinary approach to children's policy and to diversity in the composition of its staff.

Another of Chapin Hall's commitments—to bridging the worlds of research and policy—is also reflected in the characteristics of its research staff. A number of staff members combine high levels of achievement in research with experience in the realms of policy and practice. Many have worked directly with children and youth or have taken leading roles in public and private organizations dedicated to children and families.

The efforts of the research staff are supplemented by those of committed professionals in all of the functions necessary for the support of research, including administration, communications, and computing.

Management, Governance, and Funding

Chapin Hall is led by an Executive Director who is also a working researcher. Leadership of the research enterprise is shared by a number of researchers who combine management responsibilities with their research activities.

Although affiliated with the University of Chicago, Chapin Hall is an independent research center with its own 501 (c) (3) status and board of directors. The board generally has twenty to twenty-five members. The current members represent Chapin Hall's local and national interests as well as a number of fields related to Chapin Hall's work and institutional operations. These include philanthropy, civic involvement, finance, public policy, education, and law, as well as research.

Funding for Chapin Hall's research projects generally comes from government, at all levels, and foundations. Funding for developmental work often comes from these sources as well, but that funding is supplemented by the contributions of individuals who appreciate the importance of research for the well-being of children and by income from Chapin Hall's endowment. The growing demand for research to inform policy and practice and the growing regard for Chapin Hall's conduct of such research are demonstrated by the organization's growth. Annual revenue is one measure of this growth; this has gone from about $500,000 in the organization's first year of operation to about $8 million in its current, sixteenth year.

A Note on History and Recent Events

Chapin Hall's roots go back to 1860, when the Chicago Nursery and Half Orphan Asylum was chartered. This organization was established to provide day care for the children of working mothers and care for orphans and the street children of the day. The organization, which came to be known as Chapin Hall in recognition of a major donation around the turn of the century, provided care to children in various forms, as need and policy dictated, over the next 125 years.

In the 1970s and 1980s, policy tended to place children in need of care not in institutional settings but in foster homes, whenever that was possible. Chapin Hall struggled to serve the children and youth still seen to be in need of institutional care, a population with a more intense concentration of special needs because of the policy changes put into effect at that time.

In 1984, the board of Chapin Hall, concerned about the institution's ability to remain solvent while operating effectively in these new circumstances, sought to preserve the remaining resources of the institution and to redirect them to a new way of serving children. After a period of investigation and exploration, the board elected to establish a children's policy research center in order to contribute to the well-being of children by the development of knowledge and ideas to inform the policies and practices intended to serve them.

In April of 1986, the organization marked the 125th anniversary of Chapin Hall and the inauguration of Chapin Hall Center for Children at the University of Chicago. In 2001, Chapin Hall Center for Children at the University Chicago, familiarly known by the traditional name Chapin Hall, marks its fifteenth anniversary. On September 1, 2001, Harold A. Richman ended his term as the Center's Founding Director, to turn his attention more fully to research and teaching. He is succeeded by Mark E. Courtney.

The projects and publications described in this volume represent not only our current and recent efforts but also our institutional commitments—to children, families, and communities, and to the development of ideas and information to inform the work of those who serve them.

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CHILDREN'S SERVICES

Monitoring the well-being of children and finding ways to improve it are central concerns of children's policy and, therefore, of children's policy research. The incidence of child maltreatment, the causes of it, means of preventing it, and methods for treating it are, unfortunately, enduring concerns. The effects of poverty, and policies designed to ameliorate it, also continue to occupy the attention and efforts of policy makers and researchers.

While these and other concerns have remained at center stage in the policy arena, or returned to it, in each period they present new challenges and are met by new remedies. In the current period, for example, there is emphasis on prevention of child maltreatment and, following policy trends in other areas, a renewed interest in the potential of communities both to prevent and to treat it. On the economic front, major policy changes have generated increased attention to children's economic well-being, specifically, the effects on children and families of welfare reform, now fully implemented over a five-year period.

Chapin Hall researchers have conducted research to inform children's policy on these and other issues since the Center was established in 1986. They have conducted longstanding investigations into core issues in child welfare policy, such as the functioning of the foster care system, while taking on the new challenges presented by changes in the condition of children and in policy. And they have developed research methods to make new information available to those responsible for children's policy and children's well-being.

Current and Recently Completed Work in Children's Services

Chapin Hall's current and recent work in this area continues longstanding efforts on enduring issues and takes up new matters. Most of the work can be categorized into one of the following areas: **child well-being indicators**, **social programs for children and families**, **economic programs for children and families**, and **developing data and analytic information systems for research and policy**.

Child Well-Being Indicators. Increasing standards for management of public programs, including greater attention to accountability, have increased the demand for reliable and readily used measures of children's condition. Chapin Hall researchers have worked with fifteen states engaged in developing and using indicators in policy making and program development and evaluation, with federal and foundation sponsorship. In addition to general work in this area, researchers have focused on indicators in specific areas, such as school readiness, and indicators concerned with certain populations, such as infants and toddlers. For its own home state, Chapin Hall developed and published a third volume in a series going back to the 1980s, this one *The State of the Child in Illinois: 2000.*

Social Services for Children and Families. Protecting children is seen by many to be the responsibility not only of government but of all citizens. Several projects are exploring ways in which we as a society can more effectively fulfill this responsibility, including an exploration of the potential of communities to protect children, research to inform a national action plan to prevent child abuse and neglect, investigations into the child welfare system's response to substance-exposed infants, and work in support of a state pilot program to involve medical experts in investigations of abusive head trauma.

When abuse or neglect cannot be prevented, foster care is a major tool in protecting children at continued risk of harm. Chapin Hall has developed a major resource for the field in its Multistate Foster Care Data Archive, which currently has data on 1.2 million children in twelve states. Chapin Hall researchers have also conducted research using these data, including analyses of the experiences of both older children and infants in the foster care system, and inquiries into issues of permanency, especially guardianship and adoption. The experiences and prospects of young people who have aged out of foster care are a focus of increasing policy interest; Chapin Hall researchers are engaged in research examining their general well-being and employment outcomes.

Another form of out-of-home care for young people, residential education and care, is also a subject of growing interest in both the public and private sectors, and Chapin Hall researchers are examining a number of fundamental

issues in residential education and care, including its use by disadvantaged children and youth, questions about the most promising candidates for residential education, and the effects on young people of long-term involvement in residential education, as well as the trends in residential education in Illinois.

Efforts to avoid out-of-home placement, to balance the need to protect children with the desirability of keeping families intact, have been the subject of substantial policy investment and often heated debate over the last decade. Chapin Hall's work in this area includes a national evaluation of family preservation and reunification programs, an examination of state reunification policies, and an examination of the history and future of family preservation. A related project is examining the factors that influence participation in voluntary family support programs.

Chapin Hall is currently involved in both research and incubation concerning the juvenile court of Cook County in Illinois. An examination of court processing and services provided to children in the juvenile justice division of the court complements earlier research on the court's other major division, child protection. A foundation established to support the court's reform efforts and promote civic investment in the court has been incubated at Chapin Hall for its initial phase of development and will soon embark on a major ten-year initiative to meet its objectives.

Reform of the child welfare system is ongoing in most states, and Chapin Hall is involved in research in support of reform in New York, New Jersey, Ohio, Florida, and other states. At the national level in the United States, Chapin Hall has convened researchers from a number of institutions to analyze the growing evidence base on the populations in the child welfare system and the effectiveness of interventions employed on their behalf, and to bring this to the attention of the U.S. Congress and other policy makers and child advocates through a Washington briefing, congressional testimony, and publications.

Economic Programs for Children and Families. The effects of welfare reform on children and their families are becoming more apparent as changes in welfare policy become fully established. Chapin Hall researchers have taken up the task of illuminating these effects in a number of areas and from a variety of perspectives. They have examined the effects of welfare reform on child well-being in Illinois; child and family use of social services before and after welfare reform in four states; pathways to self-sufficiency for low-income mothers in three states; the effects of participation in an early-intervention child development program in Chicago on cash assistance program participation; and the effects of participation in several programs—WIC, food stamps, and Medicaid—on child well-being.

Developing Data and Analytic Information Systems for Research and Policy. Reliable and relevant information is essential to effective policy making, program management, and evaluation. For this reason, one of Chapin Hall's earliest focuses was the development and analysis of such information, with a particular focus on the potential of administrative data to be an effective, and cost-effective, source of information. Center researchers have continued to develop Chapin Hall's data resources in, for example, the Integrated Database on Children's Services in Illinois, which provides a comprehensive picture of children's use of publicly provided or financed service programs. At the same time, they have extended their efforts to establish and use data and information systems on specific subjects, such as contract agency performance, in a range of jurisdictions.

In this Section

The remainder of this section presents Chapin Hall projects in the children's services area that were completed in 2000 or 2001 and those that remain in progress. Publications resulting from these projects that have appeared since the last edition of *Projects and Publications* (October 2000) are featured here. These and all earlier publications that remain available from Chapin Hall or other sources are presented in a list inserted in a pocket on the front cover of this volume.

Child Well-Being Indicators

Advancing States' Child Indicator Initiatives

Harold Richman, Mairéad Reidy, Robert Goerge, Allen Harden, Bong Joo Lee, Ada Skyles, Fred Wulczyn, Carolyn Winje

The aims of this project are to promote state efforts to develop and monitor indicators of the health and well-being of children during this era of welfare reform and policy change, and to help institutionalize the use of indicator data in state and local policy making. With support from the Office of the Assistant Secretary for Planning and Evaluation of the U.S. Department of Health and Human Services, the Annie E. Casey Foundation, and the David and Lucile Packard Foundation, fourteen states have joined in partnerships with research and policy experts and federal staff to develop and apply indicators of well-being among children in policy making and implementation. Chapin Hall has helped to meet the technical assistance needs of states in this endeavor. Researchers at the Center have convened a series of meetings at which state teams met to exchange ideas and knowledge. The meetings held addressed such topics as conceptualizing and developing childcare, school readiness, and health and well-being indicators; using an indicator framework to monitor welfare reform and other policy changes; and technological, analytical, and data availability issues in indicator development. The Center has also encouraged states to take the lead developing and refining indicators. Meetings were hosted by Rhode Island to develop childcare and school readiness indicators and by Minnesota to explore the potential of positive indicators. Continuing work includes a review of the progress made and reports produced by states, along with dissemination of the key lessons learned across states. Separate projects stemming from this work, Strategic Action to Promote the Well-Being of Infants, Toddlers, and Families and Guide to Evaluating Statewide Early Childhood Initiatives, are listed later in this section (see p. 7). Associated publication listed below. 2001.

Taking an Indicator Approach to Monitoring School Readiness: Reflections from the State Child Indicators Project

Mairéad Reidy, Martha Moorehouse 2001

A Chapin Hall Working Paper

CS-73 $5.00

This paper outlines the efforts by states participating in the Child Indicators Project, funded by the Office of the Assistant Secretary for Planning and Evaluation of the U.S. Department of Health and Human Services, to develop plans to monitor school readiness. The paper draws on much of the work that was accomplished at the December 1999 New England Forum on School Readiness and Childcare Indicators. It presents a broad consensus across the participating states on the dimensions of school readiness that need to be measured and summarizes the indicators that states had in place prior to the meeting. The paper also outlines the indicators that meeting participants believed were important across those dimensions. The authors outline some of the general challenges faced and strategies developed by states regarding data collection, data reporting, and communication at both state and local levels. Finally, selected aspects of three states' school readiness work is presented.

Advancing States' Youth Indicator Work

Mairéad Reidy, Carolyn Winje

As welfare reform outcomes data become increasingly available, research is showing that the adolescent children of women in several welfare-to-work initiatives are experiencing some negative outcomes, such as a reduction in school achievement and an increase in disruptive behavior and delinquency. Researchers are beginning to hypothesize about why these results may be occurring and are outlining studies to test these hypotheses. However, researchers and policy makers are simultaneously realizing that there is limited data currently being collected on young people's health and development. This has led to an increased interest in defining, measuring, and monitoring youth indicators at the national and states levels.

The purpose of this project is to respond to the needs of the research field and of states by assisting states with the development and use of indicators of youth well-being. The primary components of this work are to develop an inventory of state work on youth indicators, and to convene a meeting in which state teams meet to exchange ideas and knowledge. The inventory will highlight the youth indicators (including both positive and risk-related indicators) states have elected to monitor, the frameworks or constructs states have used or modified (e.g. Search Institute's Developmental Assets, Youth Risk Behavior Survey, and international frameworks), and the survey instruments and measurement work states have developed. Chapin Hall will work collaboratively with Child Trends Inc. to design a workshop where state teams can work together to share knowledge and to advance the use of youth indicators in the policy process.

Funded by the Office of the Assistant Secretary for Planning and Evaluation of the U.S. Department of Health and Human Services. 2003.

Guide to Evaluating Statewide Early Childhood Initiatives

Mairéad Reidy

Chapin Hall is partnering with the National Governor's Association (NGA) Center for Best Practices, Child Trends, and The Frank Porter Graham Child Development Center at the University of North Carolina-Chapel Hill to develop the "Guide to Evaluating Statewide Early Childhood Initiatives." The Carnegie Corporation of New York is funding the NGA Center for Best Practices to help states build more comprehensive systems of early care and education by helping them evaluate and monitor the progress of statewide early childhood initiatives. The project intends to advance the discussion among evaluators and early childhood program directors about evaluation issues and will provide concrete guidance and tools that will help states as they work to strengthen their systems of early care and education.

The guidebook will take readers through the evaluation planning process with discussions of the multiple components of evaluation, including indicators, process evaluations, and impact studies. It will answer questions about usefulness, expectations, and timing of these different components, including several state examples. Chapin Hall will write about the role indicators can play in an overall evaluation strategy. Drawing on the experiences of the fourteen participating states in the ASPE Child Indicators project, Chapin Hall's chapter will discuss the purpose indicators can serve in evaluations and the principles for selecting indicators and selecting among indicators for communication purposes. The chapter will also highlight some of the indicators that states have in place to monitor school readiness and will include the data sources for these indicators. Chapin Hall also participates in the peer-learning network coordinated by NGA. Associated publication listed below. 2002.

The Use of Indicators in an Overall Strategy to Evaluate Statewide Early Childhood Initiatives.

Mairéad Reidy, Forthcoming in National Governor's Association's "Guide to Evaluating Statewide Early Childhood Initiatives" 2002

This chapter discusses the use of indicators in an overall strategy to evaluate statewide early childhood initiatives. It describes the purpose and gives an overview of indicator studies. Drawing on the experiences of the fourteen states participating in the ASPE Child Indicators project, the chapter outlines the principles for selecting indicators to monitor change, and for selecting among indicators for communication purposes.

Strategic Action to Promote the Well-Being of Infants, Toddlers and Families

Mairéad Reidy, Harold Richman

Chapin Hall is working in collaboration with the National Center for Children in Poverty (NCCP) at Columbia University to identify and profile promising federal, state, and community-based initiatives that promote the overall well-being of low-income infants, toddlers and their families. The project is focused on holistic efforts that knit together multiple program, policy, and infrastructure strategies touching several core aspects of families' complex lives. Interrelated areas of family life of special concern to the project are: economic security, access to basic supports—food, housing, health care, early nurturing relationships—within and outside families, and supports for infants and toddlers facing special risks. Profiled initiatives/partnerships will include those developed by organizations, communities, or states which either are expressly targeted toward low-income infants, toddlers, and families or reach these children through a more general focus on all children and families. Profiles will contain descriptions of the initiatives' goals, evaluation methods, and outcomes. Chapin Hall's role is to work with states to identify promising initiatives that have been connected to the work of the participating Child Indicator States. This effort is jointly funded by the David and Lucile Packard Foundation and the Office of the Assistant Secretary for Planning and Evaluation (ASPE), Department of Health and Human Services. Ongoing.

The State of the Child

Robert Goerge, Bong Joo Lee

The State of the Child project took a comprehensive look at the current condition of Illinois children in the closing years of the twentieth century and will serve as a key information source for those planning policy and program reforms affecting children. The dramatic changes in social policy for children and families underway at both the federal and state levels are prompting states to implement reforms in education, income maintenance, health care, services for abused and neglected children and their families, and services to children with disabilities. As a result of increased state responsibility and flexibility, children's experiences in the welfare and human services systems have changed and are expected to continue to change.

The State of the Child project chronicled the well-being of Illinois children over the last decade of the

1990s, and can therefore be used as a baseline against which to measure the effects of many of these substantive policy changes. Using the Census and survey and administrative data, the project compiles information on several indicators of child well-being. The data, spanning 1989–99, highlight not only the current state of the child, but the general improvement over time in the lives of children, as well as areas that need further attention. Chapin Hall's analysis is distinguished from many other policy research projects by the ability to look at children directly, not only at the programs that serve them.

Kraft Foods, Inc. made a lead grant in support of this project. Additional support was provided by the Helen V. Brach Foundation of Illinois, the Field Foundation of Illinois, the Lloyd A. Fry Foundation, the Frederick E. and Ida M. Hummel Foundation, the Polk Bros. Foundation, the Michael Reese Health Trust, the Chicago Community Trust, and WGN-TV Children's Charities. Associated publication listed below. 2001.

The State of the Child in Illinois: 2000

Robert Goerge, Bong Joo Lee 2000

A Chapin Hall Report

CS-66 $22.00

This report examines how Illinois children have fared since the mid-1980s. *The State of the Child* report significantly expands on previous editions, published in the 1980s. Topics in this volume include the changing demographics of Illinois children, children's health, education, violence by and against children, changing family structure, child poverty, the multiple human services children use, the experiences they face in the child welfare system, and the lives of children with special needs. In addition, the volume offers a broad overview of the economic supports on which all families rely, both low-income and others. Data are broken out by four regions: Chicago, the inner ring of Cook County suburbs, the collar counties, and the balance of the state.

Social Services for Children and Families

Child Abuse and Neglect Interventions

Community Partnerships for Protecting Children

Deborah Daro, Stephen Budde

The Community Partnerships for Protecting Children (CPPC) is a multisite reform effort to achieve effective and meaningful change in the way protective and supportive services to children and families are structured and delivered. Governed by a formal theory of change, the initiative promotes reform in four essential areas: the process through which families are assessed and services offered; the manner in which local organizations and residents develop and sustain neighborhood networks of services and supports; the policies, practices, and culture shaping local public child welfare systems; and the community's decision-making capacity and quality. The initiative represents an important and ambitious project in the history of child welfare reform.

Chapin Hall has served as the external evaluator of this initiative since 1998. The initial three-year evaluation phase focused on documenting the initiative's implementation. The current, Phase II evaluation work will examine performance in terms of four specific outcome domains: child safety, parental capacity to access necessary services and supports, agency efficiency, and increased help seeking and help giving within CPPC's target communities. This three-and-a-half year evaluation phase has five interrelated study components: an administrative data study to examine CPPC progress in improving child safety; a participant study examining the services and supports provided to families and family progress in child safety and parental capacity; a network survey examining the structure of CPPC networks and agency efficiency outcomes; a community survey conducted in CPPC's target communities; and a worker survey conducted in those communities. These methods will generate a database for detecting changes in the core outcomes. The CPPC initiative and the evaluation is funded by the Edna McConnell Clark Foundation. Associated publication listed below. 2004.

Phase I Implementation of the Community Partnerships for Protecting Children

Stephen Budde, Deborah Daro, Stephen Baker, Allen Harden, Katy Puckett 2001

This report summarizes findings from Chapin Hall's evaluation of Phase I, the initial implementation phase, of the Community Partnerships for Protecting Children (CPPC), a multidimensional child protection reform initiative that is designed ultimately to reduce child abuse and neglect. The report outlines the gains made during Phase I of and outlines remaining implementation challenges. While there were important differences among the four CPPC sites in levels and types of implementation progress, each site accomplished—and frequently exceeded—the primary expectations that were identified by the Edna McConnell Clark Foundation. However, the authors found that increasing the scope and quality of CPPC reform efforts are fundamental challenges to sites' efforts to fully implement the CPPC theory of change in Phase II of the initiative. The report is available at www.emcf.org.

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Toward A National Action Plan to Prevent Child Abuse and Neglect

Deborah Daro, Anne Cohn Donnelly

Despite thoughtful research and careful program planning, the incidence of child abuse and neglect remains high. With a grant from the Chicago Community Trust, researchers Daro (from Chapin Hall) and Donnelly (from the Kellogg School of Management at Northwestern University) examined how the public's response to and public policy on issues of maltreatment might be modified to produce more promising results. There are often disagreements among decision makers about appropriate program strategies and policy approaches. Issues of contention include whether prevention should be the focus of efforts to reduce child abuse, what definition of child abuse should be used and the implications of a chosen definition, whether child abuse issues can be grouped with broader topics such as domestic violence, and if we know enough to move beyond pilot efforts.

Using the Delphi technique—a method for seeking agreement among a group about ideas or goals—data were obtained from over 100 respondents involved in establishing and directing child abuse interventions as well as from reports compiled by others on how the nation should address the child abuse problem. The project also analyzed other social movements to identify the critical strategies that were used to successfully mobilize the general public or to secure substantial legislative reforms. Using this information, the research team proposed a new conceptual framework for organizing the over 500 recommendations that have been made over the past five years to improve the response to child abuse and neglect. Virtually every policy report reviewed organized its recommendations along traditional social service dimensions (e.g., treatment, advocacy, prevention, training, research, and public awareness). The new frameworks suggest that greater gains would be achieved if policy makers and practitioners looked beyond what is currently being done in framing their recommendations or policy reforms. Within this framework, recommendations would center on such concepts as taking promising initiatives to scale, mobilizing constituencies, internal reorganization of the field, and improving current practice.

This framework and a set of corresponding recommendations were submitted to the Trust and a core group of national advocates in June 2000. They have formed the basis for the National Call to Action campaign being promoted by the lead child welfare organizations across the country to raise awareness and resources for child abuse prevention. 2000.

Substance-Exposed Infants: Trends in Policy, Service Provision, Placement, and Maltreatment

Robert Goerge, Stephen Budde, Allen Harden

Despite the controversies surrounding substance-exposed infants (SEI), there has been relatively little systematic research on the experiences of substance-exposed infants in the child welfare system or on the child welfare system's responses to this problem. Chapin Hall is conducting a longitudinal study that will use administrative data to analyze changes in the patterns of critical child welfare events (case opening, service provision, child maltreatment, foster care placement, and family reunification) for substance-exposed infants within the Illinois Department of Children and Family Services (DCFS) between 1985 and 2000. Over 34,000 substance-exposed infants were identified in Illinois during this time frame. In addition to these statistical analyses, the research team will also examine state policies, regional decision-making procedures in DCFS and juvenile courts, case characteristics, and service provision in order to develop a better understanding of the factors that may influence these events and outcomes.

Four interrelated research objectives will guide the analysis of SEI cases in Illinois. They are: analyzing initial child protection decision-making rates, describing events and outcomes occurring after that initial decision, describing policies and decision-making procedures, and analyzing factors influencing events and outcomes. For each objective, comparisons will be made by region, over time, and between SEI cases and non-SEI cases (i.e., cases in which infants were listed as victims in at least one substantiated allegation of physical abuse, neglect, or sexual abuse not involving substance exposure). This project is being funded by the University of Illinois Children and Family Research Center. 2002.

State Task Force on Investigation of Serious Child Abuse—Abusive Head Trauma

Robert Goerge, Lucy Mackey Bilaver, Bong Joo Lee, Diane Houdek

In support of a pilot program to provide expert medical opinions during the investigation of abusive head trauma, researchers are developing a database that will track program implementation and outcomes. The program involves a task force of individuals responsible for all aspects of the investigation process including physicians, child protective service investigators, police, and state's attorneys. Through the program, all parties will collaborate with one of three

physicians designated as child abuse experts in the City of Chicago. As a part of the researchers' work on the database, research questions for an outcome study will be identified. Outcome data from the Illinois Department of Children and Family Services administrative systems will also be linked to the program data. At the completion of the pilot program, researchers will analyze the data on program implementation in order to assess the success of the collaboration. Funding has been provided by the University of Chicago Hospitals. 2002.

Foster Care

Multistate Foster Care Data Archive

Fred Wulczyn, Kristen Brunner Hislop, Robert Goerge

Extending the methods developed for the Illinois Integrated Database on Children's Services (see p. 21), Chapin Hall researchers developed the Multistate Foster Care Data Archive, a database that includes foster care career histories for all children placed in state-supported substitute care living arrangements. The Archive currently contains at least eleven years of data from the following states: California, Illinois, Michigan, Missouri, New Jersey, and New York. The Archive also includes data from six additional states—Alabama, Iowa, Maryland, North Carolina, Ohio, and Wisconsin. Today the Archive tracks the histories of 1.2 million children.

The Archive is constructed from data that are extracted directly from the computerized administrative information systems operated by each state's child welfare agency. Raw records from the states are reprocessed into comparable and flexible analytic structures at Chapin Hall; these include longitudinal information at the individual level. Analysis of Archive data is designed to support policy and practice by providing researchers, policy makers, and service providers with better information on such issues as caseload dynamics, placement duration, multiple placements, reentry, and case outcomes across states, between communities, and over time. The project is sponsored by the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, and the Annie E. Casey Foundation. Associated publications listed below. Ongoing.

Experience of Children 12–17 Entering Care: Findings from the Multistate Foster Care Data Archive

Fred Wulczyn, Kristen Brunner Hislop 2000
Published in *Transition from Foster Care: A state-by-state database overview*, Executive Summary (pp. 10-11) Seattle, WA: Casey Family Programs

This chapter reports on data from 11 states in the Multistate Foster Care Data Archive. The chapter uses entry-cohort data to examine the placement experience of children who entered foster care between the ages of 12 and 17. The authors examined the number of admissions each year among the states, and based on the data made conclusions about the make-up of the foster care population. Among the findings were that California and Illinois used kinship care for adolescents more than other states. The authors also examined median duration (how long it took 50 percent of the children to exit care) and found that younger children had a shorter median duration than adolescents. In addition, very few children entering foster care as adolescents exited foster care to adoption. The report is available on the World Wide Web at http://www.casey.org/research/index.htm.

The Placement of Infants in Foster Care

Fred Wulczyn, Kristen Brunner Hislop
Infant Mental Health Journal (in press)

The fundamental question explored in this study concerns the relationship between age and the risk of placement into foster care, the likelihood a child will leave placement, and the likelihood a child will return to foster care having been discharged. The study is based on the experiences of more than 690,000 children in 11 states over an 8-year period, from 1990 to 1997. The results suggest quite strongly that very young children, between the ages of 0 and 3 months, from urban areas are at greatest risk of entry into foster care. Moreover, once in care, children under the age of 4 months at the time of placement remain in foster care longer than other children. The implications of these findings for public policy and future research are discussed.

The Effect of Population Dynamics on Performance Measurement

Fred Wulczyn, Joseph Kogan, John Dilts 2001
Published in *Social Service Review* 75(2), June, pp. 292–317

This article explores the way that basic population dynamics and sampling strategies affect understanding of the length of stay in foster care. It illustrates how these explanations influence what is learned by studying the length of stay. Methodological issues involved in measuring the outcomes of programs are not straightforward. For example, in the case of foster care, overlapping stays in care for various groups of foster care children influence how outcomes are perceived. These measures are being used to monitor whether complex welfare systems are improving their performance, but meaningful performance is subtle and hard to detect. The writers conclude that the mixing of different groups (caused by overlapping stays) can obscure the truth about how long children remain in foster care, and that changes in length of stay are only observed well after they have taken place.

Midwest Evaluation of the Well-Being of Former Foster Youth

Mark Courtney, Sherri Terao

This project has been developed to gather information about services provided to foster youths 17 and older in certain states. This population will be followed for four years in Illinois, Iowa, and Wisconsin. The evaluation will observe the progress of foster youth in each state who are placed in out-of-home care because of abuse or neglect. Data—including characteristics of the youths, their backgrounds prior to entering out-of-home care, and their experiences while in care—will be collected through interviews with youths shortly after their 17th birthdays and by talking with their case managers. These youths will be identified by participating states and from the Multistate Foster Care Data Archive, a database that includes foster care histories for all children placed in state-supported substitute care living arrangements in Illinois (see p. 10). Data will also be collected through interviews with youths around their 19th and 21st birthdays. The interviews will focus on the overall well-being of the youths. The project will produce annual reports and a final report in 2005 on evaluation activities, including the results of data collection and analysis. These reports will provide project-wide and state-specific analyses, and each state will be provided with data pertaining to its own situation. A collaborative effort of participating states' public child welfare agencies, the project will provide guidance to states in their efforts to comply with the reporting provisions and overall purpose of the John Chaffee Foster Care Independence Act of 1999. That act provides funds for persons between the ages of 18 and 21 who age out of foster care because they have reached age 18. Funding for the project has been provided by the states of Iowa, Illinois, and Wisconsin. 2005.

Employment Outcomes for Youth Aging Out of Foster Care

Robert Goerge, Bong Joo Lee, Lucy Mackey Bilaver

In response to growing attention to and concern for the experiences of children who "age out" of foster care, researchers at Chapin Hall are examining the employment and earnings among youth leaving foster care at age 18. Using administrative data from three states—Illinois, California, and South Carolina—researchers are examining how foster care experiences shape employment prior to and after youths' 18th birthdays. The study compares youth who are aging out of foster care with youth who have been reunited with their parents after foster care and youth who have been on TANF during their teenage years before turning 18. Specifically, it examines the onset, amount, and duration of youth's earnings. Because many factors other than foster care experiences may affect a youth's future, the study compares youth of similar ages and income backgrounds, and anchors their experiences within the larger macroeconomic setting of labor market conditions. The project is funded by the Office of the Assistant Secretary of Planning and Evaluation, U.S. Department of Health and Human Services. 2001.

Residential Education and Care

Residential Education Project

Harold Richman, Susan Mayer

Serious research on the use of residential schools by disadvantaged children and youth is sparse. In the United States, these settings traditionally have served mostly a small number of young people from higher-income families. However, states and communities recently have made efforts to develop residential schools as alternatives for low-income and otherwise disadvantaged children. The Residential Education Project is exploring the viability of residential education for this population of young people. During the first year of what is intended to be a five-year project, research staff members at the Center are assessing the state of knowledge about the use of residential education by disadvantaged children and youth and, based on this assessment, are developing an agenda for future research. Other first-year activities include assessing student outcomes, describing and analyzing the broader context of residential education and care in the U.S., and analyzing the contemporary policy context in which schools are established, funded, and regulated. Data are being collected through interviews with policy experts and child welfare and education professionals, site visits to schools, examination of documentary evidence, and review of the research literature. The project is funded by the Pew Charitable Trusts. 2002.

Child Development in the Context of Residential Education

Michael Little, Selma Chipenda-Dansokho, Amelia Kohm, Margit Zsolnay

The Milton Hershey School is one of the largest residential education centers for vulnerable children in the world. Researchers at Chapin Hall are working with the Hershey

School to help them decide how to best use and invest additional resources. A research program designed by Chapin Hall focuses on two central questions: which children have needs that can be met by a residential education program and what are the effects of quality long-term residential education on children? The researchers will provide feedback to the Milton Hershey School on an ongoing basis about the demand for its services and the categories of children who are successful at the school. Chapin Hall will also examine other residential education centers to determine their comparative strengths and weaknesses with specific categories of children. In addition, annual seminars on issues related to child development and residential services for children will be held. Funding for this project has been provided by the Milton Hershey School. 2006.

Trends in Residential Care in Illinois

Robert Goerge, Allen Harden, Stephen Budde, Lucy Mackey Bilaver

The project will examine placement histories for all children in Illinois who have been placed in a residential care facility. The focus is on describing and understanding trends across the primary service sectors in which residential care is provided. Researchers will access administrative record data from the Illinois state agencies that use residential placement—including child welfare (Illinois Department of Children and Family Services), juvenile justice (Illinois Department of Corrections), and mental health (Illinois Department of Human Services)—in order to document the extent to which children experience residential placements in multiple service sectors, the patterns of movement between sectors, the characteristics of children and service providers, and the impact of significant policy changes or public events on the use of residential placement.

The project represents an important initiative by the leadership of private child welfare agencies to use data to inform their planning. The results of this work should inform a wide range of policy, program development, and research issues that are important for child welfare services in Illinois. Developing a better understanding of relationships among service sectors is particularly important to assist reform efforts aimed at providing well-coordinated and integrated services that respond appropriately to the needs of children and families. This project is supported by the Child Care Association, Allendale Association, Lawrence Hall Youth Services, Uhlich Children's Home, and the Youth Campus. 2001.

Family Preservation and Family Support

The Engagement and Retention of Participants in Family Support Programs: A Multi-Level Approach

Deborah Daro, Karen McCurdy, Daniela Stojanovic, Carnot Nelson

This three-year project will address the question of who initially accepts and remains in voluntary family support programs. Although the question of what prevents families from using these programs has been examined, the relative influence of individual, program, and community factors has not been studied in-depth. Using a theoretical framework, researchers will test four propositions: first, whether certain parental attributes will predict who agrees to use family support programs; second, whether accepting the services is the primary predictor of engagement in these programs; third, whether there are provider attributes (such as cultural competence) and program characteristics that would predict retention; and fourth, if community norms and levels of social capital play a role in retention. The study will offer program managers guidance in developing assessment strategies and service delivery systems that will make family support services more attractive to a broader range of parents struggling to better care for their children.

Funded by the Annie E. Casey Foundation and the W. T. Grant Foundation, the study builds on earlier work by Chapin Hall that examined the experiences of over 800 new parents enrolled in intensive home visitation programs between 1996 and 1999. This research allowed the study team to clarify the set of program, provider, and participant variables of greatest interest in explaining engagement decisions. During this initial phase, the study team also clarified the theoretical model framing this work. This theory appeared in the March 2001 issue of *Family Relations* (see publication listed below).

Unlike the initial phase, which relied on retrospective administrative data and case records, the current effort will follow a sample of 360 participants prospectively for a one-year period. Multiple in-person interviews will be conducted with families and program staff to assess program experiences and service attitudes. In addition, community norms and patterns of social support will be examined through population-based surveys in selected neighborhoods served by the participating programs. The study's final report will highlight the implications of the projects's findings for program structure and future research. 2003.

Parental Involvement in Family Support Programs: An Integrated Theory

Karen McCurdy, Deborah Daro 2001
Published in *Family Relations*, 50, 113-121

This article outlines a conceptual model of parental involvement in family support programs, anchored in ecological and family systems frameworks. After summarizing the current attrition literature, the article proposes that parental decisions to enroll and remain in support programs are shaped by a variety of factors at different "levels" of influence: individual characteristics of the parent and family, provider attributes, program characteristics, and neighborhood characteristics. The theory proposed that engagement in voluntary programs involves a series of decisions, each of which impacts subsequent choices. The authors write that individual and program factors exert the strongest direct effects on a participant's decision to seek out or accept service offers, while provider and program factors exert the strongest influence on decisions to remain in services. The conclusion discusses the implications of this line of study for research, practice, and policy.

The National Evaluation of Family Preservation and Reunification Services

John Schuerman, Joseph Ryan, Cheryl Smithgall

Chapin Hall is participating in a national evaluation of family preservation programs created by the Omnibus Budget Reconciliation Act (OBRA), passed by Congress in 1993. OBRA established a five-year capped entitlement program for state-level family preservation and family support services. The program was revised and extended in 1997. This evaluation is expected to play a key role in national and state decisions about the future of family preservation services. Up to 500 families in each of five sites throughout the country were selected for the study of causal connections between interventions and outcomes. These families were randomly assigned either to a treatment group that received family preservation services or to a control group that did not receive family preservation services but that received other child welfare services. The evaluation included extensive interviews with investigating workers, caseworkers for each family, and caretakers in each family while families were receiving services and after services ended. Data were gathered for twenty-four months after families enrolled in the study. The combination of qualitative and quantitative analysis should enable Chapin Hall and its collaborators, Westat, Inc. and James Bell and Associates, to provide a comprehensive picture of family preservation services and their effects. The project is funded by the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. Associated publication listed below. 2001.

Evaluation of Family Preservation and Reunification Programs: Interim Report

John Schuerman 2001

This report is an evaluation of programs intended to prevent the placement of children in foster care when it can be avoided. The report focuses on programs in three states—Kentucky, Tennessee, and New Jersey—using a particular approach to family preservation, Homebuilders, thought by many to be the most promising approach. The evaluation studied the Homebuilders model of service and examined a number of outcomes. Placement prevention is the major goal of these programs, but family preservation is expected to achieve that goal while assuring the safety of children. These programs also hope to improve the functioning of parents, families, and children. Information was collected through interviews with caseworkers and caretakers to examine caretakers' parenting practices, interaction with children, economic functioning, and child well-being, among other things. Findings indicate that functions and characteristics in programs such as this need to be rethought. The report is available online at http://aspe.hhs.gov/hsp/fampres94/index.htm

Examination of State Reunification Policies

John Schuerman, Sandra Lyons, Josh Kilroy

Foster care is intended to be a temporary arrangement while decision makers try to find a permanent solution that allows children to be reunified with their families. With the support of the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation (ASPE) and the Administration on Children and Families (ACF), Chapin Hall and Westat are undertaking a study of how reunification efforts in the foster care system can be used to achieve permanency. The policies and philosophies on reunification of 20 to 25 states have been examined through interviews conducted by Westat and Chapin Hall staff. Administrators and staff of various organizations were asked how they approach the issue of reunification as well as what the state of the field is. This information has been analyzed to understand the future of reunification and permanency.

The research examined five main components: (1) the development of a conceptual model of permanency with a focus on reunification; (2) documenting patterns of reunification and reentry (through analysis of the Multistate Foster Care Data Archive; see p. 10); (3) examining the reunification decision-making process; (4) identifying and

examining reunification programs (through interviews with people in 20–25 states); and (5) an evaluability assessment of various approaches to reunification. A paper from each component has been submitted to ASPE. 2000.

The History and Future of Family Preservation

Harold Richman, Clark Peters

The Edna McConnell Clark Foundation, a long-time investor in the field of family preservation, has refocused its grantmaking for children toward child protection. As part of the legacy of its work in family preservation, the Foundation committed to an examination of the development of the field of family preservation. The Foundation asked Chapin Hall to assist in this analysis, offering the Center a unique opportunity to explore the development of family preservation as both idea and practice.

Chapin Hall researchers consulted with a group of experts in the field to frame the questions asked and papers written as part of this project. These papers focus on such matters as the history, practice, policy implications, evaluation, and future of family preservation. Following the development of the various papers, a conference of experts in the field was convened to discuss the issues raised and framed. The papers have been published individually, drawing from the discussion at the conference, and are listed below. 2001.

The Shifting Policy Impact of Intensive Family Preservation Services

Frank Farrow 2001

A Chapin Hall Discussion Paper

CS-68 $8.00

This report traces the evolution and impact of Intensive Family Preservation Services (IFPS) on state and national policy over the past twenty years. In this relatively short period, IFPS has been—often simultaneously—a cutting-edge service for families in crisis, a major policy direction for innovative state child welfare agencies, the focal point of national child welfare legislation, and the subject of fierce and partisan debate about future directions for the child welfare field. The IFPS story is complex because its impact varies across the many jurisdictions at the county, state, and federal levels, and because it is still evolving. Although IFPS has achieved remarkable prominence in a relatively short period, it has not transformed child welfare services as some of its pioneers had envisioned.

Several conclusions can be drawn about the status of family preservation's impact on the nation's child welfare system. Family preservation services have created and confirmed a now-widespread professional belief that intensive interventions can make a positive difference to families. Even as the momentum behind family preservation services has slowed, it is now part of a larger array of services that is developed more integrally with local communities and neighborhoods. This approach may provide a refuge from the polarizing and fruitless debate between protecting children and strengthening families.

What Is Family Preservation and Why Does It Matter?

Jacquelyn McCroskey 2001

A Chapin Hall Discussion Paper

CS-69 $8.00

Also published in *Family Preservation Journal* 5(2), pp. 1-24

This paper presents the competing ideas, values, and perceptions that have led to different understandings of family preservation services (FPS). It is a challenge to gauge FPS's fit within the child welfare system among the basic functions of child welfare—protective services, foster care, and adoption. While many commentators speak of the child welfare "continuum," this vision has not been fully realized in most communities. The vision and breadth of FPS varies greatly among jurisdictions, ranging from being marginal to being integral in a social service network spanning varied target populations, including juvenile justice and mental health clients.

Many of the passionate arguments about family preservation are about what to do when the twin poles of science (research) and morality (belief) are not in alignment. However, some of the solutions and theories advanced by FPS created tensions of their own as they suggested different manifestations of FPS. Three child development theories enrich the theoretical and conceptual bases of FPS—the transactional approach to child development, attachment theory, and resiliency theory.

Referral to child protection is sometimes the only service available for families beginning to face problems, if not a last resort. The field should look beyond narrow definitions of family preservation services to the philosophical issues at stake and focus on the policy changes and technical advances that must be made in order to develop a broad range of family- and community-centered services. Such an examination can help guide the next generation of reforms that should emphasize supporting families and improving community development.

What to Make of Family Preservation Services Evaluations

Francine Jacobs 2001

A Chapin Hall Discussion Paper

CS-70 $8.00

This paper discusses the difficulties that have characterized Family Preservation Services (FPS) evaluations. These difficulties arise out of four challenges: (1) FPS's multiple purposes and the variety in the forms it takes in implementation; (2) the lack of explicit "theories of change" that encompass

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these many goals and beneficiaries; (3) the challenges of defining FPS and replicating particular models; and (4) the fact that many evaluations have suffered because of lack of access to these data, technical expertise, time, money, and political and administrative support. Reviews of the evaluations have noted their methodological limitations, especially issues of research design and program implementation.

The evaluations have three waves. First, small-scale efforts focused on individual programs, then expanded to several programs in particular states. Second, larger scale, controlled studies broadened the range of measured outcomes in response to criticisms of earlier studies. Third, further refinements were made in evaluation questions, research design, outcome measurement, and analysis. The studies found family preservation services to date do not appear to have a significant impact on placement rates. FPS provides small—and, likely, short-term—effects on placement prevention. Both FPS and its evaluations were repeatedly oversold, reflecting a broader context of scant resources. The paper concludes with some recommendations for conducting evaluations of this type of program and with observations on the relationship of evaluation or research to practice and policy.

The Juvenile Court

Case Processing and Services to Children in the Juvenile Justice Division of the Cook County Juvenile Court

Ada Skyles, Bong Joo Lee, Clark Peters

This project, supported by Cook County and the Annie E. Casey Foundation, is examining the experiences of juvenile offenders as they move through the Juvenile Justice division of the Cook County Juvenile Court. Analyses will focus on how individual cases are processed and on the services available to juvenile offenders before, during, and after their interactions with the Court. Such services include foster care, probation services, corrections, and other social services. The principal methods of data collection include court observations, interviews with knowledgeable informants associated with the juvenile justice system, and analysis of the Court's administrative data. 2001.

The Jane Addams Juvenile Court Foundation

Sheila M. Merry, Executive Director

In recognition of the centennial of the Cook County Juvenile Court, the first juvenile court in the nation, the Jane Addams Juvenile Court Foundation was created in 1999 to refocus attention on the Cook County Juvenile Court, to support and promote juvenile court reform, and to help return the Cook County Juvenile Court to its original status as a model for compassionate justice for children. The Foundation was funded initially as a three-year pilot by The Chicago Community Trust, joined by the John D. and Catherine T. MacArthur and the Lloyd A. Fry Foundations, to explore the potential role of a private foundation to effect change in and around the Cook County Juvenile Court. Chapin Hall is serving as incubator of the Foundation in its initial phase.

Based on its early progress, the Foundation will soon embark on a major ten-year civic initiative, culminating in a national conference to share what has been learned with others committed to court reform. The conference will mark the end of the Jane Addams Juvenile Court Foundation. In its place, it is hoped, will be a revitalized Cook County Juvenile Court supported by a citizenry committed to monitoring and supporting its continued progress. Ongoing.

Programmatic and Fiscal Reform

Evidence Base for Child Welfare Policy

Fred Wulczyn

As Congress prepared to debate the reauthorization of and funding for the Safe and Stable Families Act, Chapin Hall convened senior researchers from a number of institutions as well as Congressional staff, representatives of federal and state child welfare agencies, and advocacy groups for a Congressional briefing to establish the evidence base for child welfare policy.

The child welfare field has experienced an information explosion over the past ten years, with a number of large and well-constructed datasets becoming available that offer, for the first time, accurate information about the population of children using child welfare services. One such dataset is the Multistate Foster Care Data Archive, constructed and maintained at Chapin Hall (see page 10).

The briefing shed light on two fundamental questions: Who are the children that need and use child welfare services and do they have similar characteristics over time and from state to state? And what are the interventions that help these children—to avoid out-of-home placement, to achieve permanency (through adoption or reunification) once such placement has occurred, or to make adoption, family reunification, or independent living successful?

For the presentation, the child population was divided by age into three groups: those up to 5 years of age, those

6 to 12 years of age, and those 13 to 17 years of age. This division supported a discussion that included a focus on stages of child development. In that discussion, the researchers looked at findings consistent within age groups rather than across groups. The population was also divided into three categories of service need and receipt. These were: children who have come to the attention of the child welfare system through a report of abuse or neglect, but have not been placed in out-of-home care; those who are in some form of substitute care; and those who are leaving substitute care for family reunification, adoption, or independence. As they examined these populations, researchers were looking for findings that are consistent across age groups and over time. The most salient feature of the child welfare population that emerged is the issue of age. With regard to both maltreatment and out-of-home placement, very young children (under the age of 1) predominate.

The availability of this information, and an attendant synthesis of learning across research disciplines, has created a wide range of knowledge—or evidence—on child welfare systems. In staging the briefing, the researchers sought to introduce Congress to some of this evidence and to help foster the development of child welfare policies anchored in this knowledge. The briefing supports Chapin Hall's aim to play a significant role in shaping and leading discussion on the use of evidence from research to guide child welfare policy decisions. The work was funded by the Annie E. Casey and the David and Lucile Packard Foundations. Associated publications listed below. 2001.

Promoting Safe and Stable Families

Fred Wulczyn 2001

A Chapin Hall Working Paper

CS-72 free

This paper contains the May 10, 2001, testimony of Fred H. Wulczyn, Ph.D., before the U.S. House of Representatives, Committee on Ways and Means, Subcommittee on Human Resources, regarding the possible federal commitment to provide $200 million additional dollars in federal support in each of the next five years for the Safe and Stable Families Program. It is available from the Chapin Hall Web site at www.chapin.uchicago.edu.

Evidence Base for Child Welfare Policy: Need and a Proposed Framework

Fred Wulczyn 2001

A Chapin Hall Working Paper

CS-71 free

This plenary presentation was made at the Child Welfare League of America's June 2001 National Conference on Research in Child Welfare, "Using Research and Technology for Excellence in Policy and Practice." The presentation addresses three broad areas: (1) the need for and advantages of building an evidence base in child welfare, (2) the critical methodological challenges of building such an evidence base, and (3) a framework that has been adapted, on an interim basis, for discussing the reauthorization of the Safe and Stable Families Program. The conference was held in Denver. The paper is available from the Chapin Hall Web site at www.chapin.uchicago.edu.

Cuyahoga County Early Childhood Initiative

Deborah Daro, Eboni Howard, Allen Harden, Bong Joo Lee

The Cuyahoga County Early Childhood Initiative is a unique three-year public-private collaborative effort to promote and improve early intervention and supportive services to all children in the county from birth through age five. The initiative consists of five interrelated components: a public education campaign to raise awareness of the importance of a child's first few years of life, a universal home visitation program for every first-time and teenage mother giving birth in the county, an intensive multiyear home visitation program for new parents facing the greatest challenges, expanded health insurance for children in low-income families, and enhanced childcare services.

Over the next three years, Chapin Hall, in partnership with colleagues at Case Western Reserve University and the University of North Carolina, will evaluate the success of the Early Childhood Initiative. Chapin Hall's specific role will involve assessing the implementation and impacts of the two home visitation components. Both the universal system of care (i.e., Welcome Home) and the intensive service program (i.e., Early Start) offer unique opportunities to examine the policy and programmatic challenges inherent in taking an intervention "to scale." Through an application of standardized measures, staff assessments, and participant interviews, researchers will examine the extent to which these types of early intervention services produce measurable impacts on a parent's risk for maltreatment and capacity to secure appropriate services for themselves and their children. In addition, the

evaluation will assess the impact this initiative has on the quantity of early intervention efforts and on the ability of diverse programs to form effective collaborative relationships. Funding has been provided by the Cuyahoga County Department of Health and Human Services. 2002.

Reinvestment of Foster Care Revenue in New York City

Fred Wulczyn, Britany Orlebeke

Using the Core Integrated Database on Child Welfare Services in New York City (see p. 22), Chapin Hall researchers are assisting the New York City Administration for Children's Services (ACS) with the implementation of a new method of payment for its child welfare service providers that is fundamentally different from previous practice. Under the new approach, beginning on April 1, 2000, child welfare services contractors may receive foster care payments from ACS based on their historical foster care provision patterns, adjusted for the current composition of their caseloads. If children in their care experience fewer foster care days than anticipated, the agencies may apply the resulting savings to other child welfare purposes such as prevention or family support services. The Dartington Social Research Unit is a subcontractor on this effort. Dartington's protocol for matching needs and services is being used as part of a community planning process that brings together professionals, managers, children, and families to jointly plan programs of intervention.

This policy change is designed to serve two purposes: to reverse the incentive structure in the current system, which rewards placing and keeping children in foster care; and to redirect support to other services at the community level as funds are made available by reduced reliance on foster care. This project is supported by the New York City Administration for Children's Services (ACS). Ongoing.

Utilization of Substitute Care Services in New Jersey: A Fiscal Impact Analysis

Fred Wulczyn, Kristen Brunner Hislop

Chapin Hall is assisting the New Jersey Division for Youth and Family Services (DYFS) with the creation of the Core Child Welfare Database built around existing client tracking systems. This project is a continuation of a project that completed its first phase in 2000. Chapin Hall will construct a database using existing data resources that describe service utilization. The data will be collected from New Jersey's Services Information System database, a cumulative record of child placement histories. These data will be linked, whenever possible, with other administrative data for the purpose of understanding how services are utilized. Chapin Hall will continue to provide the Division with analyses of service utilization and will also provide analyses designed to answer specific questions posed by Division staff. In addition, Chapin Hall will provide technical assistance to DYFS staff to enhance the capacity of staff to utilize the available data as a management and planning tool. Funding has been provided by the Rutgers University School of Social Work. 2003.

Protect Ohio Evaluation: Ohio's Title IV-E Waiver Demonstration Project

Fred Wulczyn, Britany Orlebeke

In 1997, Ohio began a five-year child welfare demonstration project to better serve children and families in the system as well as to reduce the costs of child welfare services. Made possible by federal waivers granted to allow the state more flexibility in its use of funds, the project aims to offer more services at the local level that are better tailored to the individual children's and families' needs. Chapin Hall researchers are conducting an expenditure analysis to help state officials discern the implications of the flexible fiscal reform for expenditures on child welfare and other related services. Ongoing.

Low-Income Families: Coping as Parents and Workers

Fred Wulczyn, J. Lawrence Aber, Jolyon Wurr

The Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, and the National Institute on Child Health and Human Development asked Chapin Hall and the National Center for Children in Poverty at Columbia University to invite a set of papers by scholars doing research on how the coping strategies of low-income families in and out of the labor force influence the lives of their children. Working within the context of the new federal welfare rules enacted in the 1996 Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA), researchers associated with relevant studies are analyzing their data and writing short papers. In the fall of 2001, a working conference of researchers and policy stakeholders will be convened. Refined versions of the papers will be collected in a volume to be disseminated to policy makers, researchers, and other parties in time to inform congressional debate, scheduled for 2002, on reauthorization of PRWORA . 2002.

Picower Foundation Quality Childcare Initiative of Palm Beach County

Harold Richman, Diana Mendley Rauner

Chapin Hall has been engaged by a consortium of public and private funders in Palm Beach County, Florida, to help develop and to monitor the implementation of an evaluation plan for a model program to improve quality and supporting services to childcare centers in the county. The Picower Quality Child Care Initiative is a cooperative effort of the Palm Beach County Children's Services Council, the County School District, the United Way of Palm Beach County, the Palm Beach Department of Children and Families, the County Health Care District, and the Picower Foundation. The initiative aims to develop a model for quality childcare, including health and other social services and parent involvement, that can be replicated throughout Palm Beach County. 2002.

Palm Beach County Children's Behavioral Health Initiative Evaluation

Bong Joo Lee, Harold Richman, Thomas Haywood, Robert Goerge, Joan Costello, Rosemary Gill

The initiative is designed to promote positive behavioral health for children by providing early detection and prevention assistance to children who are in need of social, emotional, or behavioral health services. The central point of contact for the initiative is the full-time Behavioral Health Professional (BHP) situated in each school setting who provides early identification and referral services. The main emphasis of the initiative currently is to provide early prevention and intervention services for children in kindergarten and first grade.

During the first year of the study, the Chapin Hall researchers examined the implementation of the initiative. The primary goal of the first year implementation study was to better understand the key implementation issues including the Teacher-Child Rating Scale (T-CRS) child assessments, the activities of BHPs, and the experiences of the adult participants in the initiative (BHPs, teachers, and other school staff). Now in the second year of the study, Chapin Hall researchers are engaged in a long-term child outcome study measuring the impact of the initiative on: (1) children's social, emotional, and behavioral health; (2) children's academic adjustment in school; (3) the level of parents' involvement with school; and (4) the level of teachers' awareness of students' nonacademic strengths and weaknesses. The basic design is a cohort study of a treatment group and a matched comparison group; the study will follow a representative cohort of all children in the county entering kindergarten in the 2001–02 school year through second grade. Along with the child outcome study, the researchers continue to study how the initiative is impacting the outcomes through an in-depth implementation study. The implementation study will focus on how different components of the initiative lead to initiative's goals and outcomes by analyzing data from: (1) T-CRS screening results; (2) patterns of BHPs' service and referral activities; (3) BHP services and outside agency referral services utilized by children and families; and (4) parents' level of satisfaction with the services provided. The project is supported by the Quantum Foundation. 2004.

Palm Beach County School Health Program Evaluation Support

Bong Joo Lee, Harold Richman

The goal of the project is to assist the Health Care District of Palm Beach County in its effort to evaluate the School Health Program. Currently, the Health Care District is providing health services through a full-time nurse at every school in the county. In preparation for an outcome evaluation study, the current project activities include interviewing the relevant stakeholders in the community about their views of the program's desired outcomes, finalizing the program outcomes for evaluation, and investigating possible data sources for evaluation. The project is supported by the Health Care District of Palm Beach County. 2001.

Economic Programs for Children and Families

The Effect of Child Parent Center Preschool Program Participation on the Likelihood of Leaving Cash Assistance

Mairéad Reidy, Robert Goerge

The objective of this research project is to explore the relationship between children's participation in an early-intervention child development program—the Chicago Public School-based Child Parent Center Expansion (CPC) educational program—and parental cash assistance program participation. The CPC program serves children in preschool through grade three. Researchers are especially interested in the program's effect on the propensity

of children's parents to leave cash assistance. Because the multigenerational effect of interventions is an under-researched area of public policy, this research aims to develop new knowledge about the possible links or interrelations between intervening to support child development and changes in certain aspects of the families' economic self-sufficiency. The central objective is to identify the rate at which exiting cash assistance can be linked to the duration of a child's CPC program participation. Funding has been provided by the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. Ongoing.

Monitoring Child and Family Social Program Utilization: Before and After Welfare Reform in Four States

Robert Goerge, Mairéad Reidy, Bong Joo Lee, Lucy Mackey Bilaver

Welfare reform may have many positive outcomes, including increased employment and self-sufficiency among welfare recipients and enhanced stability in children's lives through increased family income. There may, however, be unintended consequences for the well-being of children and for state finances. This project examined the effects of welfare reform on low-income children and families by monitoring changes in children's and families' use of various social programs and their pathways among them. Using individual-level administrative data, the study considered these effects at both the state and community levels in four states: California, Illinois, Massachusetts, and North Carolina. The study focused initially on the interrelations between programs currently undergoing substantial change: income assistance, Medicaid, food stamps, and child welfare. To form a baseline from which to measure these effects, the analyses spanned the period prior to welfare reform. Future work will incorporate child protection and child support enforcement services. Information on the service pathways followed by children and families among public assistance programs will illuminate whether and how families move toward increased self-sufficiency over time.

Focusing on specific outcomes—such as shorter or longer dependency on programs such as Medicaid or food stamps, changing living arrangements for children, and changing rates of child abuse and neglect or foster care placement—contributes to our understanding of the effects of reform on the well-being of children and families. Focusing also on how changing rules and eligibility in one program affect take-up and coverage rates in other programs, and establishing whether and how individuals substitute one service for another, will contribute to states' understanding of the "system" effects of welfare reform. The results support those managing human services at the state and local levels in planning, coordination, and budget management, and they provide states with important information for responding to welfare reforms.

This work began with a planning grant from the Edna McConnell Clark Foundation. It was supported by the Annie E. Casey Foundation and the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. 2000.

Child Care Subsidy Use and Self-Sufficiency Pathways of Low-Income Mothers: A Three-State Study

Bong Joo Lee, Robert Goerge, John Dilts, Mairéad Reidy

The country's major overhaul of its welfare programs in 1996 shifted the focus from providing cash assistance to needy parents to supporting them in their efforts to secure work. Difficulties in securing quality childcare have been recognized as a major obstacle confronting low-income mothers in their efforts to make the transition from welfare to work and to attain self-sufficiency. Although federal and state governments increased their commitments to help welfare mothers in securing quality childcare by expanding childcare subsidy programs, very little is known about the dynamics of subsidy use or about its effect on welfare and employment outcomes among current and former welfare mothers.

This study aims to fill this research gap by using administrative data collected by states on Temporary Assistance for Needy Families (TANF) receipt, use of childcare subsidies, wage reports, and childcare providers in three states—Illinois, Maryland, and Massachusetts. The goal is to examine the patterns of childcare subsidy use and to explore the effects of that use on welfare and employment outcomes among current and former TANF single mothers. More specifically, the study is using linked individual-level administrative data in order to examine the individual, family, and community factors related to childcare subsidy take-up rates, the types and patterns of childcare use over time among those who take up subsidies, and the effects of childcare subsidy use on a range of welfare and employment outcomes. The project is an effort to bring together the existing expertise and data resources in academic and state institutions to build a

collaborative childcare research capacity in the three states. The project is funded by the Administration for Children and Families of the U.S. Department of Health and Human Services. 2003.

Welfare to Work and Children's Academic, Behavioral, and Health Outcomes

Robert Goerge, Bong Joo Lee, John Dilts, Peter Rogan

Chapin Hall will link administrative data on multiple service systems to the study population and provide analyses of service experiences. These data include administrative data on child care subsidy receipt, Unemployment Insurance wage reports, TANF, Medicaid, Food Stamps, job training and education, WIC, family case management, and child welfare services of the population. Data will include dates, amounts, and duration of cash assistance; sanctions and limitations of welfare, food stamps, and Medicaid; information on families' use of child care subsidies; the timing of and reasons for child protection intervention; and the quarterly earnings and employment categories of household members. Chapin Hall's data work will be incorporated into the reports of a consortium of university researchers that is working on this project. Chapin Hall's work on the project is funded by a Northwestern University subcontract. 2001.

Child Well-Being Effects of Welfare Reform: Education, Juvenile Justice, Social Service and Health Care from 1990–2001

Robert Goerge, Bong Joo Lee, Lucy Mackey Bilaver

This project, funded by the U.S. Department of Health and Human Services and the Administration on Children, Youth, and Families (DHHS/ACYF), undertakes a study of the effects of welfare reform on child well-being in Illinois. The study consists of a short-term policy analysis of criminal behavior, social service utilization—primarily child welfare and mental health services, health care insurance uptake among eligible children and adolescents of families who have been on Aid to Families with Dependant Children (AFDC) or Temporary Assistance for Needy Families (TANF) in Illinois—and educational performance among children and adolescents of families who have been on AFDC or TANF in Chicago. The study is looking at families who participated in income maintenance programs as well as those who were eligible but did not participate. The experiences of children in the two groups will be compared. 2001.

Illinois Families Study

Bong Joo Lee, Robert Goerge, Thomas Haywood

The goal of this 6-year panel study is to examine how Illinois families have been faring since the implementation of Temporary Assistance to Needy Families and other welfare reform policies. The study is being conducted by a consortium of researchers from Northwestern University, Roosevelt University, Northern Illinois University, University of Illinois at Chicago, and Chapin Hall. By linking Chapin Hall's Integrated Database on Children's Services in Illinois (see p. 21) to the longitudinal panel survey data, the study provides a unique opportunity to examine outcomes of welfare reform across multiple dimensions. Some of the key research questions of the study are: What factors are associated with successful workforce attachment and self-sufficiency? What are the service needs of the current and former welfare recipients? What are the intended and unintended consequences of reform on the well-being of low-income families and children? How do changes in parental welfare use and employment affect children's outcomes over time? Chapin Hall's current work for the study is being funded by the John D. and Catherine T. MacArthur Foundation, the Woods Fund of Chicago, and the Department of Health and Human Services. 2005.

Illinois TANF Closed Case Study

Bong Joo Lee, John Dilts

Relatively little is known about the economic well-being of those families and children who leave Temporary Assistance for Needy Families (TANF). An aim of welfare reform was to encourage self-sufficiency among families. One way to assess the extent of children's and families' self-sufficiency after leaving the income assistance program is to monitor the use of other social services. In collaboration with the Illinois Department of Human Services and the University of Illinois, Springfield, Chapin Hall researchers investigated, among other things, clients' use of other social services at the time of their TANF exits, the patterns of postwelfare employment, what happens in the months following their exit from TANF, and, in general, the effectiveness of TANF in helping its clients become self-sufficient. Using the Integrated Database on Children's Services in Illinois (see p. 21), Chapin Hall researchers built a data infrastructure that can be used to track quarterly wages and the use of any of the following services after exit from TANF: Medicaid; food stamps; DHS employment training; childcare; the Special Supple-

mental Nutrition Program for Women, Infants, and Children (WIC); substance abuse treatment; and child welfare services. This project was funded by the Illinois Department of Human Services. 2000.

Effects of WIC and Food Stamp Program Participation on Child Outcomes

Bong Joo Lee, Robert Goerge, Lucy Mackey Bilaver, John Dilts, Joe Doyle

The goal of this project is to examine the effects of WIC and food stamp program participation on reducing disparities in young children's health and maltreatment outcomes. The study utilizes a unique individual-level longitudinal database linking administrative datasets on WIC and food stamp program participation, Medicaid enrollment and claims, and child abuse and neglect reports in Illinois. In addition to the individual-level administrative data covering the entire state service population, Chicago Public School pre-K health screening data are used to obtain additional health outcome measures for children living in Chicago. The main goal of the study is to better isolate program participation effects by expanding on Chapin Hall's earlier work examining the participation patterns of children in the WIC and food stamp programs and their effects on child health outcomes. The project is supported by the United States Department of Agriculture. 2002.

Participation in Food Stamps and Medicaid and its Effects on Child Well-being

Mairéad Reidy

This project addresses why poor families with children do not take up food stamps and Medicaid benefits when eligible to do so, and the effects of such nonparticipation on the well-being of their children. The project uses the National Survey of America's Families (NSAF) data. Researchers will identify the factors that lead poor families to choose not to participate in these programs and examine the effects that the decision to participate in these programs has on a wide range of child outcomes, including the frequency of visits to a primary care physician and the availability of food on the family table. By comparing a series of well-being outcomes across program participants and nonparticipants who are similar on other dimensions, researchers can better understand the mechanisms by which these programs translate to the well-being of children. Funding for the project has been provided by the Association for Public Policy Analysis and Management. 2001.

Developing Data and Analytic Information Systems for Research and Policy

The Integrated Database on Children's Services in Illinois

Robert Goerge, John Van Voorhis

The Integrated Database on Children's Services (IDB) is a unique resource for policy makers and researchers concerned with children's experiences in the human services system in Illinois. Because the responsibility of each agency is limited and distinct, none currently possesses a complete view of the service history of a family or of the problems with which a family is struggling.

The IDB works to fill this gap in our vision by providing a comprehensive picture of children's use of publicly provided or financed service programs. The IDB is compiled from administrative data—that is, data routinely collected by the agencies for administrative purposes—that have been reformulated and analyzed to inform research, policy, and management. The resulting database reflects the experiences of the entire population of Illinois children who have had contact with the following programs: child welfare, Temporary Assistance for Needy Families (TANF), Medicaid, food stamps, special education, corrections and juvenile justice, mental health, and substance abuse. Because the data assembled date back seven to twenty years, the IDB makes it possible to perform longitudinal analyses, tracking trends over time. The database is continually updated and data on new services are added frequently.

With major reforms underway in the human services system, the IDB is a critical source of information on the impact of these changes on children and families. Initial analyses using the IDB, for example, provided, for the first time, an unduplicated count of children receiving publicly supported social services in Illinois. Researchers have most recently been using data from the IDB to support Illinois Department of Human Services staff in planning, implementing, and evaluating programs and policies. DHS, for example, has been actively using welfare-to-work performance measures, developed using the IDB, as a program management tool with local office administrators.

Although the IDB follows Illinois children and services, the analyses frequently have national implications, and Chapin Hall's methods for transforming agencies' administrative data for policy and research uses are being adopted in many states and at the national and international levels. Chapin Hall researchers, for example, are currently

collaborating with the state of Massachusetts in developing and performing similar applications. Other applications include use of multiple human services by Illinois children and families and characteristics of informal kinship care.

The Integrated Database on Children's Services has been developed by Chapin Hall researchers over the last decade with funding from the Annie E. Casey Foundation, the Edna McConnell Clark Foundation, the Spencer Foundation, the Illinois Department of Children and Family Services, and the U.S. Department of Health and Human Services. Ongoing.

Linking PHDCN and IDB Data in Chicago

Robert Goerge

The purpose of this project is to analyze the effects of social networks, formal helping systems, and economic conditions on family, child, and community outcomes in Chicago. This research will be conducted through linking community survey data from Harvard University's Project on Human Development in Chicago Neighborhoods (PHDCN) and administrative data from Chapin Hall's Integrated Database on Children's Services in Illinois (see previous description). The project will test a major hypothesis of the Annie E. Casey Foundation's Neighborhood Transformation and Family Development initiative (NTFD), that the combined influence of informal social networks, formal helping systems, and economic opportunities have a large effect on neighborhood conditions and family outcomes. The Casey Foundation has commissioned Chapin Hall to perform this analysis and integration work. The project will produce two strands of work and products: data, analyses and methodological guidance that contribute to NTFD measurement, evaluation, and advocacy data; and a research monograph comparing neighborhoods in terms of community indicators and family outcomes. 2001.

The Core Integrated Database on Child Welfare Services in New York City

Fred Wulczyn, Britany Orlebeke, Jennifer Haight, Emily Zimmerman

In an attempt to improve permanency rates and service delivery in general, the Administration for Children's Services (ACS) in the city of New York is funding a consortium of researchers to develop information systems that will inform key policy, programmatic, and fiscal reforms in children's services.

Extending the methods developed for the Integrated Database on Children's Services in Illinois and the Multistate Foster Care Data Archive (see p. 21 and p. 10), Chapin Hall researchers are developing the Core Integrated Database (CID) on Child Welfare Services in New York City. The database currently contains all foster care service histories for children placed in the custody of New York City, from the early 1980s through the present. During the coming year, researchers will link foster care service histories with abuse and neglect data and geographic data (including those from the Census).

The CID provides city policy makers with unprecedented detail about the operation of their child welfare system. With the help of Chapin Hall researchers, the city has used this data source to evaluate the performance of contract foster care agencies and to implement a new method of payment for these contract agencies. In addition, throughout the year, Chapin Hall staff members conduct numerous short-term research projects at the request of city staff. City policy makers also have access to the database to conduct their own analyses.

The CID was initially funded by a group of foundations—the Annie E. Casey Foundation, the Charles Hayden Foundation, the New York Community Trust, and the Robin Hood Foundation. The CID is now funded under contract with the New York City Administration for Children's Services. Ongoing.

Data for Decision Making at DCFS

Robert Goerge, Lucy Mackey Bilaver, Lisa Sanfilippo

Based on Chapin Hall's Integrated Database on Children's Services in Illinois (see p. 21), Chapin Hall researchers designed an integrated database for the Illinois Department of Children and Family Services (DCFS). This customized database stores DCFS records and allows for rapid analysis of the information they hold. In 1998, Chapin Hall entered into a contract with the Child and Family Research Center at the University of Illinois to provide research and technical assistance in the use of this database. As part of this project, Chapin Hall researchers are creating a specialized database to monitor the achievement of permanency in out-of-home foster care placements, expanding and updating the documentation of the existing DCFS database, and providing Research Center staff with technical assistance in developing systems and programming. Ongoing.

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Quick Response Quantitative Indicator Analysis Project

Robert Goerge, Lucy Mackey Bilaver, Bong Joo Lee

Policy makers and program staff frequently need immediate access to accurate and pertinent information to answer pressing questions. In response to requests from the Illinois Department of Children and Family Services (DCFS), Chapin Hall performs quick analyses to provide DCFS with timely information concerning policy issues. Drawing on the DCFS Integrated Database (see previous description), Chapin Hall created and maintains a database that stores DCFS computerized administrative records in a research-efficient data structure. Analyses can cover virtually any issue in child welfare, depending on the current needs of policy makers and managers.

In the past several years, Chapin Hall researchers have examined such topics as the experiences of substance-exposed infants and children hospitalized for psychiatric care. Researchers have also conducted analyses related to several major policy changes in the department, including reform of relative-care policies, development of a separate health care delivery system for wards, and applying performance contracting goals to relative and foster care contracts. They have also developed a set of baseline performance indicators for all DCFS service delivery areas, known as Local Area Networks. These have been updated yearly and will be combined in a multiyear time-series volume. Funding for this project is provided by the Office of the Illinois DCFS Research Director. Ongoing.

Illinois Department of Human Services Policy Research Support Project

Bong Joo Lee, Robert Goerge, John Dilts

Chapin Hall researchers are providing the Illinois Department of Human Services (IDHS) with data analysis to support research and policy development and to enhance casework practice using IDHS and other state agency database information currently maintained in Chapin Hall's Integrated Database (see p. 21). Chapin Hall created and maintains a database that stores IDHS Client Database records in a research-efficient, longitudinal data structure. The database contains most state-provided income assistance receipt histories, including cash assistance, Medicaid, and food stamps going back to 1989. The database also provides detailed information on client characteristics. Using the database, Chapin Hall researchers perform various policy-relevant analyses in response to requests from IDHS to provide timely information. The project is supported by the Illinois Department of Human Services. Ongoing.

Measuring Contract Agency Performance with Administrative Data

Fred Wulczyn, Joseph Kogan, Britany Orlebeke

With the help of Chapin Hall researchers, the New York City Administration for Children's Services (ACS) has undertaken the development of a comprehensive new approach to evaluating contract foster care service providers. More than sixty nonprofit agencies, ranging from networks of foster boarding homes to institutions, manage foster care placements for ACS. At any given point in time, approximately 32,200 children in the custody of ACS are cared for under such contracts. This is almost 80 percent of the total number of children in the city's custody. As part of the new strategy, each year Chapin Hall researchers use the Core Integrated Database on Child Welfare Services in New York City (see p. 22) to measure each agency's performance on a group of key child welfare outcomes: time to reunification, likelihood of reentry after reunification, and time to adoption. Other outcomes, such as the frequency of placement movements and running away, are also being developed under this project. This project is supported by the New York City Administration for Children's Services. Ongoing.

An Assessment of Contract Agency Capacity in the Washington, D.C. Child Welfare System

Fred Wulczyn, Emily Zimmerman, Jennifer Haight

At the request of the Office of the General Receiver, Chapin Hall conducted a survey of the private agencies providing child welfare services to the children and families of Washington, D.C. The purpose of the survey was to gather information about the types of services now provided within the existing provider group, the populations served by those providers, the capacity of the providers, and their interest in expanding their array of services by enhancing their base or developing new services.

This project is part of a larger initiative designed to establish a unified system of service delivery for child welfare services. The project sought to understand the emerging needs of children and families in order to match service capacity with client needs. The initiative also aimed to develop a payment system that would explicitly link performance and outcomes. 2000.

Implementing Web-Based Technology for Performance Monitoring for the Administration for Children's Services, New York City

Fred Wulczyn, Britany Orlebeke

As part of its child welfare reform efforts, New York City has begun using outcomes-based contracts with its agency providers. This project allows these agencies to access their historical data on a secure, Web-based interface and to analyze these data and their ongoing performance in the framework of the measures rewarded in ACS's new outcomes-based contract. The project includes developing two types of Web-based reports for contract agencies. First, provider agencies are able to view demographic and service information about each child in their care. These are data that agencies submitted to the state and that have been consolidated by Chapin Hall. An agency can also compare a child's information with summary information on other children in the agency and with averages for children in the city as a whole. The second set of reports, still in development, will allow agencies to understand how performance baselines were created for them from their historical data and how these baselines relate to the pool of reinvestment funds that the agency may earn in the new outcomes-based contract.

The project is being carried out as a collaboration between Chapin Hall and Provision Planning, a public sector consulting company located in Cambridge, Massachusetts, and is being funded by the Annie E. Casey Foundation. Training for contract foster care agencies began in 2001, and the Web site has been available for all agencies that have foster care contracts with New York City since July 2001. Ongoing.

Neighborhood Effects on Violent Criminal Offending

Bong Joo Lee, John Dilts, Peter Rogan

Sponsored by the National Consortium on Violence Research, the goal of the project is to examine the effects of neighborhood social context on crime by exploiting two quasi-experimental housing mobility programs in Chicago—the Gautreaux program and Section 8 housing voucher program. Chapin Hall is providing technical expertise in working with various administrative data with a special focus on data linking for the project. In collaboration with researchers at the National Consortium on Violence Research, Chapin Hall is preparing a set of linked datasets on Chicago Section 8 Housing and Gautreaux families through matches to administrative data on AFDC/TANF, Medicaid, food stamp receipt, and Illinois State Police criminal offender histories. The project is funded by the National Science Foundation through a subcontract from Carnegie Mellon University. 2001.

Brach Leadership Grants

Harold Richman

Chapin Hall has long been committed to broadening and deepening understanding of the effects of policy on children and families and creating innovative approaches to service delivery. The Helen V. Brach Foundation has helped to support Chapin Hall in its efforts to provide leadership for the promotion of system reform. More recently, the Brach Foundation supported preliminary efforts to assess the effect of welfare reform on children and continued efforts to create a system responsive to children's needs. In the past year, the Foundation has supported Chapin Hall's exploration of the issue of diversity, for children and American society, given current and projected population patterns, as well as dissemination activities for Chapin Hall's State of the Child project (see p. 7). 2000.

Scholl Fellows Program in Children's Policy Research

Chapin Hall Staff

Since 1989, the Dr. Scholl Foundation has promoted the career development of talented young researchers by supporting fellowships for meritorious students who have demonstrated an interest in issues involving children and families and who work at Chapin Hall during their studies. The goal of the program is to develop informed and dedicated leadership in the field of child and family welfare by fostering the development of talented young people who have an interest in child and family policy and who are in the process of shaping their own futures. Each year, two to four fellows engage in research on some of today's most pressing children's issues under the guidance of experienced researchers at Chapin Hall. Ongoing.

PRIMARY SUPPORTS FOR CHILD AND YOUTH DEVELOPMENT

The problems faced by children can overwhelm not only children themselves but also those responsible for addressing children's needs—their families, communities, schools, social service agencies, and others committed to or charged with their well-being. Attention to children's current development and future potential has sometimes been a casualty of the need to address pressing problems.

Over the last fifteen to twenty years, there has been increasing awareness of the need to reclaim and refocus resources, human and financial, to attend to the healthy development of all children. This has come with the knowledge that children's problems must still be addressed, and at a time when children's problems have often seemed to worsen. The continuing and growing commitment to fostering children's development in the face of these realities is testament to the importance of the task.

Some of the attention to children's need for support in their development into productive, caring adults comes from current realities. There has been a great increase in the number of single-parent families, and the majority of two-parent households with children have both parents in the workforce; extended families are often separated by the prevalence of mobility; community connections are sometimes vitiated by both of these trends; schools face a more demanding academic mandate and the challenges of operating in the face of all of these conditions; and youth-serving agencies are often forced by demand or funding to focus on specific problems. Awareness of these realities, and their potential to reduce the positive adult attention available to young people, has helped to fuel the commitment to compensating for them.

At the same time, there has been a growing sense of urgency about the demands today's children will face as they assume responsibility for the political, social, and economic institutions of our society. The complexities of the world they will inherit, highlighted by our entrance into a new millennium, require the full development of the human potential of all children.

Chapin Hall has been at the forefront of efforts to expand society's attention beyond children's problems to encompass their normal, healthy development. One of Chapin Hall's earliest contributions was coining the term "primary supports" to capture as one endeavor the range of activities aimed at fostering development. A critical next step was envisioning a social services system that incorporates primary supports as an essential part of the societal response to children's needs, and an appropriate focus of policy attention; the ultimate conception was a system that integrates the traditional problem-focused services with the developmentally oriented primary supports to make possible a comprehensive response to children. In the last decade and a half Chapin Hall has built on these early contributions by advancing attention to and knowledge of primary supports by a variety of means.

Current and Recently Completed Work in Primary Supports

Chapin Hall's current and recent work in primary supports continues to advance knowledge by exploring **topics in child and youth development** and **issues in organization development**, and by conducting **program documentation and evaluation**.

Topics in Child and Youth Development. Chapin Hall's current and recent work in this area includes both broad inquiries into increasing the resources available to children and youth in the out-of-school hours and specific topical inquiries. In a two-pronged inquiry, Chapin Hall researchers are simultaneously working with a major Chicago initiative and exploring basic questions important to the several fields involved in fostering child and youth development through out-of-school programs. The more narrowly focused projects target, in one case, literacy development in after-school programs in cities around the country and, in another case, the role of youth development in workforce development.

Work continues on the dissemination of a project that culminated last year in the publication of a book on a fundamental issue in the field of youth development—caring. Among the issues explored in *"They Still Pick Me Up When I Fall": The Role of Caring in Youth Development and Community Life* is how institutions and programs can effectively care for young people and in turn engender caring behavior in them.

Issues in Organization Development. Organizations that serve children and youth have a key role to play in

fostering development, and their organizational practices and health are, in turn, key to their ability to be effective in fulfilling this purpose. The interest of Chapin Hall researchers in organization development is, therefore, a logical outgrowth of their interest in child and youth development. Current and recent work in this area focuses on strategies for efficiency and organizational health and survival being tried by a range of organizations in the not-for-profit sector; on the role of intermediary organizations in developing the capacity of youth-serving organizations, which is especially important in large-scale youth development initiatives; and on the role and management of a vital resource in youth programs, volunteers.

Program Documentation and Evaluation. Program documentation and evaluation are major sources of learning for both the programs studied and the broader field. Chapin Hall's current and recent work in this area covers several of the major public institutions involved in child and youth development—libraries, museums, and schools. The expanding role of the schools—as centers for service delivery in a range of areas and for after-school developmental programming—is a special focus of interest.

In this Section

The remainder of this section presents Chapin Hall projects in the primary supports area that were completed in 2000 or 2001 and those that remain in progress. Publications resulting from these projects that have appeared since the last edition of *Projects and Publications* (October 2000) are featured here. These and all earlier publications that remain available from Chapin Hall or other sources are presented in a list inserted in a pocket on the front cover of this volume.

Topics in Child and Youth Development

After School Matters

Harold Richman, Joan Wynn, Robert Chaskin, Robert Goerge

Chapin Hall staff are helping to develop and monitor After School Matters, a new private-public partnership committed to increasing the quantity and quality of out-of-school-time opportunities for 10- to 18-year-olds in Chicago. After School Matters concentrates on a cluster approach, anchoring activities around city schools, parks, and libraries located close to each other. These facilities serve as a single campus, providing spaces for activities and places in which schools, parks, libraries, community agencies, businesses, and others can work together on behalf of young people. In twelve pilot neighborhoods, After School Matters has begun by focusing on expanding opportunities in the arts, sports, and technology, each with a community service component. Planning and ongoing support has been provided by the Robert Wood Johnson Foundation and the Michael Reese Health Trust. 2002.

Out-of-School-Time Research Program

Robert Chaskin, Robert Goerge, Bong Joo Lee, Diana Mendley Rauner, Harold Richman, John Schuerman, Samuel Whalen, Ralph Hamilton, Joan Wynn

In tandem with the creation of the After School Matters initiative, Chapin Hall staff are developing a research program to assess the progress of the initiative and to address some of the fundamental research questions associated with investments in out-of-school-time activities. These questions include the perceptions, activities, and behaviors of youth concerning both organized supports and informal environments; the availability, role, and quality of these primary supports; the levels and patterns of participation in primary supports; the extent and nature of demands for such supports; and the relationships among availability, use, community contexts, child characteristics, and outcomes. Funding for the development of this research has been provided by an anonymous donor. Ongoing.

Youth Development Meets Workforce Investment: Building a Civic Vision

Samuel Whalen, John Schuerman, Jan DeCoursey

The Chicago region is enhancing its efforts to prepare youth for participation in the workforce, especially youth living in poverty. These efforts reflect many of the influences shaping the preparation of youth for work around the country by expanding workforce preparation beyond short-term, entry-level employment and incorporating principles of youth development. Through a partnership with Chicago Metropolis 2020, this two-year project focuses on creation of a civic vision and infrastructure for youth workforce development in the Chicago region. The first year of research will clarify the current dynamic policy environment for youth workforce development. Inquiry will focus particularly on how Chicago can best prepare youth for participation in the workforce within an environment shaped by the emerging economy of the 21st century and reforms within the education, welfare, and workforce systems. The second year will examine the challenges posed by integrating service components and coordinating stakeholder interests to build civic strategies that encompass more youth, more consistently and comprehensively. The work will return consistently to the question of how the principles of youth development actually fare when tested within the context of urban youth experience and the diversity of stakeholders in the employment arena. Two major policy papers will address audiences both nationally and in Chicago about the components of successful youth workforce strategies and the issues of scale and coordination raised by more comprehensive approaches to workforce preparation. Public forums also are planned to discuss these issues. Funding provided by the John D. and Catherine T. MacArthur Foundation. 2002.

Children's Literacy Development in School-Age Programs

Robert Halpern, Julie Spielberger

The purpose of this project is to increase our understanding of current practices in, and the most appropriate roles for, after-school programs in fostering low-income children's literacy, in order to provide a foundation for improved policy and practice. Nationally, there is strong concern about the academic performance of children in public schools, and after-school programs are increasingly looked to as a way to remediate poor literacy skills. At the same time, there is concern that focusing too narrowly on reading and writing in the context of doing homework in after-school programs will result in neglect of other areas of child development, which also support literacy and academic development.

This project builds on the work Chapin Hall has done in the MOST (Making the Most of Out-of-School Time) evaluation, an evaluation of an after-school programming initiative (see p. 32). This work will increase understanding not only about the appropriate role of after-school programs in

supporting low-income children's emerging literacy, but also about the realities of after-school program resources, and the roles of other developmental settings. It will make recommendations on prerequisites, principles, and ideas for good practice with regard to promoting literacy in after-school programs and to addressing obstacles to good practice.

Funded by the Wallace-Reader's Digest Funds, the study will employ multiple methods of data collection to obtain information on the current range of literacy practices in after-school programs serving low-income children and the factors that shape prevailing practices, and to identify and describe exemplary purposes, approaches, practices, and activities for children's literacy development. These include a questionnaire survey, face-to-face interviews, and program observations. 2001.

"They Still Pick Me Up When I Fall": The Role of Caring in Youth Development and Community Life—Research and Dissemination

Diana Mendley Rauner

Over the past decade, Chapin Hall has worked to develop the concept of caring as a meaningful input and outcome in youth work. Chapin Hall's work in this area began with the Lilly Endowment's Research Grants Program in Youth and Caring, which ultimately resulted in the research, writing, and publication of a book, *"They Still Pick Me Up When I Fall": The Role of Caring in Youth Development and Community Life*. The volume makes the case for the need to redirect youth programming and youth-serving organizations (including schools) toward the practice and experience of mutual, responsible relationships. Caring is shown to be a way to talk about the work being done by many in diverse fields, so as to emphasize the fact that all are engaged in a common endeavor. Published by Columbia University Press in 2000, this book is meant to reach parents, youth workers, and policy makers. The current grant from the Lilly Endowment supports broad-based dissemination efforts for the ideas contained in the book. 2001.

Issues in Organization Development

A Study of Strategic Restructuring Among Nonprofit Social Service Organizations in the U.S.

Amelia Kohm

Increased competition and decreased federal funding, among other challenges, have caused many social nonprofit organizations to adjust their approaches to administration and management. One approach, called "strategic restructuring," refers to a range of organizational partnerships, from jointly managed programs and consolidated administrative functions to full-scale mergers. Some nonprofits are engaging in such integrations to decrease administrative expenses, increase management quality, deliver more highly integrated services, and better position themselves in the face of increased competition. Despite an apparent increase in interest in strategic restructuring, information on the formation and outcomes of such partnerships is sparse. To understand strategic restructuring better, Chapin Hall is collaborating with Strategic Solutions, a project of the consulting firm La Piana Associates, Inc., to build understanding of the types of strategic restructurings that exist among social service and cultural nonprofits, the benefits and challenges of various strategies, the lessons from organizations that have tried strategic restructuring, and the impact of strategic restructuring on the nonprofit and social service sectors.

The Phase I study, which was supported by the Nonprofit Sector Research Fund of the Aspen Institute and the Lilly Endowment, involved a survey of 192 nonprofits involved in strategic restructuring around the country. Work on Phase II is underway (see description below). 2000.

A Study of Strategic Restructuring Among Nonprofit Social Service Organizations in the U.S.—Phase II

Amelia Kohm, David LaPiana, Joan Costello

The second phase of this project builds on information collected in Phase I. The study aims to build an understanding of the types of partnerships that exist among nonprofits, the benefits and challenges of various strategies, and the impact of strategic restructuring on the nonprofit and social service sectors. Researchers are conducting in-depth case studies focusing on partnerships that have been in existence for at least one year and represent categories identified in Phase I. The questions to be examined include the benefits to and challenges of each type of partnership identified in Phase I, what lessons have been learned by recently formed nonprofit social service organizations, what drives the formation of different strategic restructuring partnerships, and how strategic restructuring has affected the nonprofit sector as a whole. Data collection will occur through case studies focusing on partnerships in existence for at least one year, a telephone survey of nonprofits in two cities, and interviews with national nonprofit leaders about their views of the effects of strate-

gic partnerships on the nonprofit sector. Phase II is supported by The Surdna Foundation, The Lilly Endowment, The George Gund Foundation, and Strategic Solutions. Findings from both phases of the project will be incorporated into a book. 2002.

The Role of Intermediary Organizations in the Youth Development Field: An Initial Reconnaissance

Joan Wynn, Jolyon Wurr

In such diverse fields as comprehensive community change, youth employment, child abuse prevention, education, and others, the presence and role of intermediary organizations is being recognized as pivotal to endeavors that achieve a scale large enough to have substantial impact. At the request of the Edna McConnell Clark Foundation, the study focused on local intermediaries because they are the closest and most consistent resource for building the capacity of youth organizations.

Over the last decade, as the field of youth development has begun to take shape, a group of intermediary organizations has emerged to help provide a cohesive vision for the field and support for the organizations in it. Local youth development intermediaries operate in a position between the youth-serving organizations they assist and a body of knowledge, skills, contacts, and other resources.

The study included a review of existing literature, interviews with the directors and staff of seven local intermediaries, review of material written by or about them, and interviews with individuals knowledgeable about local youth development intermediaries including policy makers, funders, and evaluators, as well as individuals familiar with the role of local intermediaries in other sectors. Associated publications listed below. 2000.

The Role of Local Intermediary Organizations in the Youth Development Field

Joan Wynn 2000
A Chapin Hall Discussion Paper
SP-01 $8.00

Joan Wynn 2000
Summary
SP-02 $5.00

Local intermediary organizations in the youth development field take a deliberate position as brokers and facilitators, serving both as representatives and agents of change. The functions performed by local intermediaries, illustrated from this study, are convening and networking, knowledge development and dissemination, standards identification and setting, training, management assistance, advocacy and representation, and assessment and accountability.

Although intermediaries can be critical to creating effective, sustainable change, they also face both programmatic and organizational challenges. These challenges are central to the roles and relationships they have with the organizations they serve and to their effectiveness. Described in the report, the programmatic challenges they face include defining effective practice and clarifying their accountability and the outcomes for which they are responsible. Like the organizations they serve, intermediaries also face organizational challenges such as securing informed and effective leadership and staff as well as adequate sources of funds.

The Role and Management of Volunteers in Youth Programs

Joan Costello, Barbara Sitrin

With support from Prudential's Chicago foundation office, Chapin Hall conducted a three-month project to examine the role that volunteers play in youth programs. Through a review of research literature and reviewing and observing the Midtown Educational Foundation's approaches to volunteer recruitment, training, and retention, the researchers located Midtown's model within a larger context. The project produced a literature review on volunteer recruitment, training, and retention; a report with recommendations for research; and a list of resources available on the topics of volunteer recruitment, training, and retention. 2000.

Program Documentation and Evaluation

Libraries as Partners in Youth Development Initiative

John Schuerman, Samuel Whalen, Julie Spielberger, Joan Costello, Joan Wynn, Carolyn Winje, Jessica Berry

The 1990s have witnessed renewed interest in the contributions that nonschool institutions can make to meeting the developmental needs of all young people and, in particular, of low-income children and adolescents. The Wallace-Reader's Digest Funds' Libraries as Partners in Youth Development Initiative is currently funding nine public library systems around the country to reflect on the role that libraries might play as youth development partners, and to design and implement innovative library-based programs for youth. The Funds are particularly interested in understanding how the incorporation of youth development principles into library practices might amplify the relevance of

libraries for youth. The nine sites are Oakland, Seattle, Baltimore, Charlotte, Brooklyn, Philadelphia, Washoe County (Nevada), Tucson-Pima, and Fort Bend (Texas).

Chapin Hall is undertaking a three-year evaluation of the project, comprising four integrated studies. First, a policy mapping study will explore the incentives and barriers to expanding the roles of libraries to promote youth development and participate in community partnerships. A policy mapping document will suggest responses to key issues for policy and practice. Second, an implementation study will document the experiences of grantees and their partner organizations in translating the broad framework of the Initiative into library-based partnerships for youth in their communities. Third, an intensive study of youth participation at four sites will aim to develop a theory of change linking program characteristics to patterns of youth involvement, while exploring early social capital and experiential outcomes of participation. Basic participation data will be collected from all nine sites. Finally, a cost and financing study in six sites will take a broad view of costs, including all resources used in the programs. Data collection will include budget and fiscal documents, other documentary evidence of expenditures, and interviews with program executives and fiscal staff. Funding has been provided by the Wallace-Readers' Digest Funds. Associated publication listed below. 2002.

Promoting Public Library Partnerships with Youth Agencies

Joan Costello, Samuel Whalen, Carolyn Winje, Julie Spielberger

Forthcoming in *Journal of Youth Services in Libraries*

Public libraries are incorporating some primary support ideas and principles of the youth development movement by reaching out to young people in new ways and often in new settings. This paper reviews some examples of innovative programs and activities and suggests that they are securely rooted in the best traditions of public library practice.

Baltimore Museum/Community Collaboration Project

Michael Spock

Improving the prospects for disadvantaged children depends on increasing the capacity of their families and the supports in the communities where they live. Cultural institutions have sometimes been identified as being among the organizations that could make a contribution. Toward that end, Port Discovery, a children's museum in Baltimore, is working with a group of national advisors and residents and community-based organizations in neighboring low-income Jonestown around planning partnerships and programs that will become the vehicles for the integration of the museum into the life of the community, and the community into the life of the museum. The Annie E. Casey Foundation made a one-year planning grant to Port Discovery for the museum to work with Jonestown, Chapin Hall, and the Foundation to research, develop, and evaluate a plan for the long-term integration of a mainstream cultural institution and an economically challenged neighborhood in a way that would change both the lives of children and families in the community and the perspective and operations of the cultural organization. The plan has been developed and funding is being sought for trying out this model in Baltimore. 2001.

Informal Learning Initiative

Michael Spock

Chapin Hall's work in primary supports is premised on the belief that resources offered to children—activities and events designed to support children's normal development—provide important opportunities for children to develop and learn in a rich array of settings. One of these settings is museums. To begin exploring the role of museums as primary supports for children and as informal learning settings, researchers conducted interviews with seventy-five museum professionals about both their own pivotal learning experiences and those of museum users they have observed in the course of their work. The 400 stories they told reflect on both the nature of learning in museums and the way museum people choose to talk about those experiences. Discussions of this material have been published in *Presence of Mind* (published by the American Association of Museums), in *Bridges to Understanding Children's Museums* (published by Children's Museums: Bridges to the Future), in *Exhibitionist* (published by the National Association of Museum Exhibitors), in the *Journal of Museum Education* (published by the Museum Educators Roundtable), in *Curator* (published by AltaMira Press), and in *Hand to Hand* (published by the Association of Youth Museums).

The program also produced a series of discussion videotapes for use by museum professionals and others interested in informal learning. The first discussion tape, "Listening to Ourselves: Stories Museum People Tell About Pivotal Learning Experiences in Museums," was produced in 1996. A more complete tape and study guide, for use in training and staff development of museum pro-

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fessionals, was published by the American Association of Museums as *Philadelphia Stories: A Collection of Pivotal Museum Memories*, in the spring of 2000, with support from the Joyce Foundation.

Another series of exploratory interviews, in which six lifelong learners described the pivotal learning experiences of their lives, was conducted, videotaped, and analyzed. The first two components of the program were funded by the Joyce Foundation, the Knight Foundation, and others. Associated publications listed below. 2000.

Foreword to *Learning From Museums: Visitor Experiences and the Making of Meaning*, by John Falk and Lynn Dierking

Michael Spock 2000

Acknowledging that it is unlikely that there can be a true science of museum exhibitry or even a set of guiding principles specific to developing effective exhibitions, the author supports Falk and Dierking's thesis that there is value in stepping back and looking at the nature of learning in museums in a broader and more holistic way: at the research literatures of psychology, anthropology, sociology, and evolutionary biology. He adds that the profession not only has to use a wider lens, but it must also begin to apply the theoretical and practical tools now at its disposal for making sense out of the museum learning experience. The author observes that too many professionals treat museum exhibitry as a mysterious art, entirely dependent on the instincts and skills of the exhibitor. As a consequence, visitors are just as likely to be frustrated and disappointed by an ineffective exhibition as stimulated and informed by one that really works. The foreword argues that it is time to take a growing body of research-based insights and tools seriously and incorporate them in the profession's repertoire of exhibit development practices.

Altamira Press
15200 NBN Way, P.O. Box 191
Blue Ridge Summit, PA 17214
800/462-6420
www.altamirapress.com

Listening to Stories We Tell About Troubled Kids and Children's Museums: Ambivalence About Our Therapeutic Role.

Michael Spock 2000

Published in *Hand to Hand*, Volume 14, Number 4.

From a subset of the stories collected from 75 museum professionals attending two conferences, and a follow-up roundtable discussion at a third conference, the author explores evidence of both the inadvertent and deliberate role of children's museums as therapeutic agencies and the ambivalence of those museums about becoming identified with that role. A selection of the narratives illustrates how the richness of children's museum environments and the open attitudes of staff were exploited by children who did not fit in elsewhere but found a home and flourished at a children's museum; exhibits and programs that allowed previously unsuccessful children to not only succeed but to reveal capacities to themselves and others that allowed for more sensitive accommodation to their special needs; and programs designed as frankly therapeutic from the start. As passionately as these stories were presented, participants in the follow-up roundtable felt some discomfort at being identified in their communities as therapeutic agencies when so many of their services were directed at mainstream audiences. The author concludes by suggesting that something important may be lost in not explicitly acknowledging and celebrating this special contribution and urges the profession to think more deeply about whether a therapeutic role deserves a more deliberate and visible place in children's museum offerings.

Full Service Schools Initiative

Samuel Whalen

Many models for expanding school-based services currently are being tested across the United States. In 1996, the Polk Bros. Foundation of Chicago announced its Full Service Schools Initiative (FSSI) as an attempt to integrate the best thinking about school-based practices into a viable and cost-effective model. Each of three inner-city Chicago public elementary schools was funded to partner with a large community service agency to develop Full Service School strategies. With the long-term goal of improving the school achievement and psychological well-being of students, the Initiative articulated four objectives: (1) to improve the access of school children and families to services; (2) to involve a broad spectrum of the school and social service community in program planning; (3) to improve the relationship between parents and school staff; and (4) to catalyze new connections between service providers and educators. The joint school-agency grants required each partnership to constitute a diverse governance body to oversee Initiative planning, and hire a full-time Resource Coordinator to oversee Full Service School operations. Beyond these requirements the three partnerships were free to set an agenda and conduct needs assessments as a prelude to implementing services and programs.

In 2000, Chapin Hall completed a three-year evaluation of FSSI. A mix of qualitative and quantitative methods were used to study changes in the lives of four primary constituent groups at each FSS: students, parents, teachers, and associated service providers. Categories of data collected include the results of key informant interviews with planners and program participants, program

attendance records for students, academic outcome information, tracking of linkages between the schools and community organizations, and direct observation of planning meetings. Funding provided by the Polk Bros. Foundation. 2001.

New York City Beacons Evaluation

Prudence Brown

During the past two decades, policy makers, researchers, educators, social service providers, and others concerned about children have increasingly focused on the importance of schools, communities, and families working together to provide the support and opportunities young people need to grow up safe and healthy. As a result, a variety of school-community-family collaborations have emerged across the country to provide children, youth, and families with a range of academic, counseling, recreational, and cultural activities, along with other services that promote healthy development and reduce high-risk behavior. The New York City Beacons Initiative, launched in 1991, grew out of an interest in these collaborations and in making school buildings available to community residents during evening and weekend hours. The Initiative involved over sixty Beacons citywide and has been replicated in several cities across the country.

The Academy for Educational Development mounted a three-year evaluation of the Beacons Initiative with the support of Chapin Hall and the Hunter College Center on AIDS, Drugs, and Community Health. The Youth Development Institute of the Fund for the City of New York sponsored the evaluation in collaboration with the New York City Department of Youth and Community Development and with funding from the Annie E. Casey Foundation. The evaluation was designed to provide ongoing information for use in the Initiative's further development and to inform evaluators, researchers, policy makers, educators, and others interested in school-community-family collaborations nationwide.

Chapin Hall worked with its partners during the first year of the evaluation on an overview and an implementation study, the former focusing on the development of the Initiative and its underlying principles and the latter on the way individual Beacons have implemented these principles. 2000.

Evaluation of the MOST Initiative

Robert Halpern, Julie Spielberger, Sylvan Robb

Demographic changes in society have increased the importance of before- and after-school programs. Shifts in the economy, increased labor force participation by women, increases in single parenting, and weakened neighborhood structures—particularly in poverty-stricken communities—have contributed to the demand for safe places where children can play, learn, and develop during out-of-school time. To respond to this need, the Wallace-Reader's Digest Funds initiated MOST (Making the Most of Out-of-School Time), an effort to increase the quality and quantity of before- and after-school care in Boston, Chicago, and Seattle.

The Funds asked Chapin Hall to conduct a two-and-a-half-year evaluation of the MOST initiative. The evaluation was designed to trace the extent to which, and the pathways through which, MOST strategies in each city come to influence the supply, accessibility, affordability, and quality of school-age care for low-income children and strengthen after-school programs as a system. Additionally, the evaluation collected data to build a baseline of information on important dimensions of the after-school program system in each city (supply, program quality, system characteristics, and financing), in order to provide context for understanding and explaining MOST efforts, and to aid future investment in the after-school program field. Associated publication below. 2000.

Evaluation of the MOST (Making the Most of Out-of-School Time) Initiative: Final Report and Summary of Findings

Robert Halpern, Julie Spielberger, Sylvan Robb 2001
A Chapin Hall Discussion Paper
PS-32 $8.00

This report summarizes the evaluation of the first phase (1995–1998) of the MOST (Making the Most of Out-of-School Time) Initiative of the Wallace-Reader's Digest Funds. The objectives of this initiative were to contribute to the supply, accessibility, affordability, and quality of after-school programs, especially for low-income children, and to strengthen the overall functioning of after-school programs as a "system," in three cities—Boston, Chicago, and Seattle. MOST was designed and implemented in recognition of the growing interest in after-school programs as one potential solution to current challenges facing children and their families. MOST efforts yielded not only a variety of benefits, but hard-won lessons. In addition to concrete accomplishments in building supply, training and developing staff, improving facilities, and linking programs to external resources, MOST raised the awareness of stakeholders in each city with respect to what an after-school system could be, and it demonstrated the value of strategic thinking. It helped clarify the resources needed and strategies that might be used in strengthening after-school programs as systems. Its general framework has served as an

exemplar for other city- and state-level initiatives. MOST also shed light on some of the core issues facing the after-school field. For example, MOST demonstrated that it is one thing to develop new supply, and another to ensure that this supply is accessible, equitably distributed, affordable, of decent quality, and sustainable. The work of MOST exposed the quality problems characteristic of this field, and underscored the fact that strengthening programs requires a patient, long-term, multifaceted, adequately funded and coordinated approach.

Publications Resulting from Earlier Research

Social Supports for Children and Families: A Matter of Connections

Joan Costello, Lisa Marie Pickens, Jennifer Fenton 2001
A Chapin Hall Working Paper
PS-37 $5.00

Social changes in communities and families have altered the nature of informal social supports on which families relied in rearing children and protecting them from harm. Most parents now use a variety of organized programs, activities, and sources of social support to complement what families and schools offer children. This paper reviews historical changes in sources of support, the importance of social resources in promoting child and adolescent development, what is known about the nature of social support from the research literature, and how community programs can and sometimes do weave webs of social support for children and families.

Determinants of Youth Participation in Primary Support Programs

Eric Lock and Joan Costello 2000
A Chapin Hall Working Paper
PS-31 $5.00

Some of the most persistent unanswered questions about youth programs relate to participation: Who participates? Who does not? What differentiates high, moderate, and non-participating youth? The authors' experience with Chicago programs led them to suspect that answering these questions largely in terms of supply, as is often done, is insufficient because increased supply may merely provide the same young people with a wider range of opportunities. The authors propose alternative conceptualizations of participation. They examine research in three areas: social-psychological models of participation, a sequential decision-making approach, and a leisure-constraints approach. In the final section of the paper they distill lessons from the research literature and suggest directions for research.

Non-School Services for Preschool Children in Chicago: A Foundation for Success in Elementary School

Joan Costello 2001
A Chapin Hall Discussion Paper
PS-35 $8.00

High-quality preschool experiences establish a learning platform on which children can build both confidence and academic skills. To promote cognitive, social, and emotional development, all children need opportunities to explore and test the material and social world and adults who are responsive to their interests and needs, and who can consistently guide them and enjoy their progress. This paper was one of several prepared to assist a local foundation in planning for an elementary education initiative. It suggests ways in which foundations can add value to programs of preschool and elementary education and to the relationships between them.

Boarding School: An Honorable Option for Children

Joan Costello, Tim Hacsi 2001
A Chapin Hall Working Paper
PS-36 $5.00

This working paper discusses some of the changes in family structure, community structure, and the economy that have affected the ability of families to care for their children. It describes some of the situations faced by children and families that might lead them to seek residential alternatives. It then briefly discusses the histories of various residential alternatives and describes some current examples that might serve as models for temporary support to families. It concludes with some suggestions about how such alternatives might be funded to make them more accessible to families that would benefit from their help.

Marking Progress in Community Initiatives

Stephen Baker, Joan Costello, Joan Wynn, Sheila Merry, Harold Richman 2001
A Chapin Hall Working Paper
PS-34 $5.00

This working paper examines a process within a Chicago Community Trust grantmaking initiative designed to enhance services for children and youth in seven Chicago communities. The process identified common goals and "markers" and involved community residents and service providers from the participating communities, representatives of the Trust, and researchers from the Chapin Hall Center for Children. It culminated in a written document identifying "Markers of Progress." These encompased an overall vision of the Initiative, five key elements for implementing the initiative, and markers for tracking progress on each element, including site-specific evidence of progress. The authors of the paper argue for the benefits of such a shared process and its product, while also identifying some of the general and specific factors that appeared to limit its use.

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COMMUNITY BUILDING

Communities have long been central to the lives of the children and families who inhabit them. A community's physical structures, social networks, employment and business opportunities, services and other supports—all of these help to shape the lives and futures of residents.

As important as the community is for the quality of life, and life chances, of all, it is still more important to those whose lives are, more than most, circumscribed by a community's boundaries. Young children and their families, the elderly, the disabled, and the disadvantaged may be especially dependent on resources close at hand, including the informal support of neighbors, the presence of public and private health and social service agencies, and places to shop and work.

The central role of communities in the lives of children and families, and their special importance for some groups, especially the poor, have long been recognized in policy and practice. For the last decade and more communities have been a renewed focus of public and philanthropic intervention.

The philanthropic sector led the way in creating the current generation of community-building initiatives. A number of foundations have sought to revitalize poor urban neighborhoods and improve the lives of individuals and families in them through a comprehensive focus on community needs and attention to the development of community assets and capacities. Comprehensive community initiatives, or CCIs, also came into being on the public-sector side, largely through the federal Empowerment Zone/Enterprise Community (EZ/EC) program, and sometimes in the form of public-private partnerships. In addition, devolution, a feature of public policy since the late 1980s, is both an indicator of this focus and a reality to be dealt with—a challenge and an opportunity—for communities and those who seek to build them.

More than a decade into the current wave of initiatives, there is now substantial information about both the experience of implementing them and the outcomes from them, and the various constituencies who sponsor, implement, evaluate, or simply experience these efforts are increasingly involved in reflection, course correction, and projection of future potential and actions. As these initiatives mature, and in some cases come to an end, their hallmark emphases on community capacity and sustainability loom even larger.

Chapin Hall has been involved from the first in the current wave of community-building efforts. Center researchers have contributed to the design of individual initiatives, worked to advance knowledge applicable across initiatives, and evaluated individual initiatives while working to develop new forms of evaluation to accommodate these new forms of community building. In the current period, Chapin Hall researchers, like others involved in these initiatives, are emphasizing the accomplishments and lessons learned from efforts to date and exploring key concepts, past and future.

Current and Recently Completed Work in Community Building

Most of Chapin Hall's current and recent work in community building is concerned with one of two major areas of interest in the field: **exploring basic questions in community change** and **documentation and evaluation of initiatives**.

Exploring Basic Questions in Community Change. The issues of community capacity and the sustainability of change are prominent on the current landscape of community building, and they are well represented in Chapin Hall's current and recent work. *Building Community Capacity*, published by Aldine de Gruyter in 2001, is the first attempt to develop and present a systematic understanding of community capacity and interventions designed to foster it. Another project examined the issues

of sustainability through the lens of a single foundation's community-building initiative and placed it in the context of other foundations' CCIs.

Taking a broader focus, three other efforts are exploring a range of fundamental issues in community-building, bringing forward the voices of those involved, in various ways, in them, and disseminating the knowledge developed. The first, Voices from the Field II, reprises a 1997 effort that drew out the early lessons of CCI implementation. The current project examines issues of particular concern today—specifically, the development of both capacity within communities and connections between communities and external systems and resources vital to community development and well-being. The second of these efforts involves the development of a program that aims to foster and disseminate knowledge about the practice and potential of philanthropy to promote change at the community level. The third project in this area will develop an executive seminar series to foster community foundations' knowledge and organizational capacities to improve the well-being of children, families, and communities.

Information is a vital resource for the development of effective community-change initiatives, their implementation and management, and valid evaluation of them. Center researchers completed an exploration and pilot test of approaches to increasing the quantity and quality of information available to community-based organizations in 2000; this year, the focus is on the development of an interactive computerized simulation designed to train community-level stakeholders to use information in decision making.

Documentation and Evaluation. The range of the current generation of community-building initiatives is suggested in the array of projects recently or currently being documented or evaluated by Chapin Hall researchers. These include large-scale multi-site initiatives of long duration as well as small, single-site, short-term initiatives. They are concerned with comprehensive community development, the role of settlement houses in community building, economic opportunity, youth programming, literacy development, and community organizing to promote public school reform.

The growing body of knowledge in the community-building field that is being developed from what is now substantial experience is also illustrated by Chapin Hall's recent and current work. One of the earliest of the comprehensive community initiatives—the Ford Foundation's Neighborhood and Family Initiative, conducted in four cities across the country—was brought to a close, after ten years, in 2000. Chapin Hall's nine-year evaluation of the initiative was completed soon thereafter, with the seventh public report from the evaluation. This report covers initiative activity since 1996 and presents the lessons learned throughout the initiative's history. Chapin Hall tracked the development of the Neighborhood Transformation Initiative in the Sandtown-Winchester neighborhood of Baltimore over the same period, and that effort, too, has resulted in a final report distilling lessons learned.

Chapin Hall researchers have been asked to review not only individual community-change initiatives but also full foundation programs in the area of community building as well as specific foundation programs in support of community building. These kinds of activities are represented in the current body of work by the Neighborhood Strategy Review, covering the MacArthur Foundation's Neighborhood Capacity Building portfolio, and a grassroots leadership development initiative undertaken by the Babcock Foundation.

In this Section

The remainder of this section presents Chapin Hall projects in the community-building area that were completed in 2000 or 2001 and those that remain in progress. Publications resulting from these projects that have appeared since the last edition of *Projects and Publications* (October 2000) are featured here. These and all earlier publications that remain available from Chapin Hall or other sources are presented in a list inserted in a pocket on the front cover of this volume.

Exploring Basic Questions in Community Change

Building Community Capacity: Dissemination

Robert Chaskin

The current generation of community-change efforts focuses in particular on notions of comprehensive development and the importance of community building as both a means to neighborhood transformation and a principal outcome goal. Fundamentally, community building in these efforts involves strengthening the capacity of neighborhood residents, associations, and organizations to identify priorities and opportunities and to work, individually and collectively, to foster and sustain positive neighborhood change. Despite the centrality of the capacity-building concept to community-change efforts, there has been limited clarity about the meaning of "capacity" and "capacity building" at the neighborhood level. Associated publications listed below. 2001.

Building Community Capacity

Robert Chaskin, Sudhir Venkatesh, Avis Vidal, Prudence Brown

Published by Aldine de Gruyter, March 2001.

CB-32 $25.95

Over the past decade, community-based approaches have emerged as a central strategy to promote social change and development. Chapin Hall researchers have been working to develop a thorough, systematic understanding of community capacity, and interventions designed to foster it, through development of the volume *Building Community Capacity*, by Robert Chaskin and Prudence Brown of Chapin Hall and Sudhir Venkatesh of Columbia University and Avis Vidal of the Urban Institute. The volume was published by Aldine de Gruyter, and the Annie E. Casey Foundation is now supporting Chapin Hall's efforts at broader dissemination of the work and wider discussion among engaged researchers, policy makers, funders, practitioners, educators, and students involved with or entering the field of community-change efforts.

Organizational Infrastructure and Community Capacity: The Role of Broker Organizations

Robert J. Chaskin 2001

Published in *The Organizational Response to Social Problems*, Volume 8, pp. 143-166

Over the past decade or so, there has been a significant renewed emphasis on community-based approaches to promoting social change and economic development, delivering services, and addressing the needs of people in poverty. One way in which such efforts strategically address their goals is by focusing on the organizational infrastructure of a community, seeking to change the ways that individual community-serving organizations relate to one another and to organizations and actors beyond the community. This paper focuses on one approach to this task: the establishment of broker organizations—local intermediaries responsible for fostering and convening partnerships and networks of relations among existing organizations. It briefly outlines the impetus and rationale for engaging in interorganizational relationships in this context, defines and explores the role of broker organizations as they have played out in a few illustrative cases, and distills some of the central issues that emerge regarding their promise and limitations.

Voices from the Field II

Robert Chaskin, Prudence Brown

This project, sponsored by the Aspen Institute's Roundtable on Comprehensive Community Initiatives, follows up on the contributions Chapin Hall staff made to the 1997 Aspen Institute report, *Voices from the Field*. The 1997 project attempted to distill early lessons and emerging conclusions from the practice of comprehensive community initiatives (CCIs) over roughly their first five years of implementation. The current project provides an updated analysis and distillation of lessons emerging through the practice of CCIs and other community-change efforts. The project hopes to clarify the current focus of community-change practice, capturing practitioner perspectives and using their stories to clarify research findings. Researchers have found that community-building activity is moving in two main directions, while trying to effectively reconcile those directions. One direction focuses on building "community capacity" inside communities. A second direction examines "external connection," efforts to link community-change efforts to broader systems and contexts. The project aims to synthesize current debate, surface emerging lessons, and suggest some possible conclusions and directions for future action. 2001.

An Interactive Learning Program for Neighborhood Stakeholders

Robert Goerge

This project will build an interactive computerized simulation to train community-level stakeholders to use information in a way that is integral to the types of decisions they typically have to make. Researchers will examine questions faced by neighborhood stakeholders, such as stakeholders' roles and common mistakes made by stake-

holders in the planning, monitoring, and implementation of initiatives. They will also examine how stakeholders can train to avoid these common mistakes, and how a computer simulation can be designed to help. Researchers will write a report addressing these and other questions and will produce a demo of the simulation program. The program will demonstrate a decision-making process from beginning to end. Based on the use of the demo, a full-featured version of the program might be produced. The project is funded by the Annie E. Casey Foundation. 2001.

Sustaining a Comprehensive Community Initiative

Prudence Brown, Ralph Hamilton

In the fall of 2000, Chapin Hall completed a review of the Hewlett Foundation's three-site comprehensive community initiative known as the Neighborhood Improvement Initiative (NII; see p. 41). That review was a point-in-time analysis of the progress of the initiative for Hewlett's board. It sought to identify problems in the structure and implementation of the initiative, innovations of potential interest to the field, and future challenges that NII needed to address. Sustaining a Comprehensive Community Initiative builds directly on that earlier work by providing a series of options for the Hewlett board to consider about how the foundation might structure and sustain its community-building work. The work provides a context for decision making by describing the NII sites' ongoing needs, offering a selective scan of existing intermediaries in the San Francisco Bay area, and reviewing the relevant experience of other foundations with their CCIs. It also offers approaches to extend Hewlett's community-building agenda beyond NII. 2001.

Program on Philanthropy and Community Change

Ralph Hamilton, Harold Richman

The opportunities for philanthropy to promote positive community change are increasing. Shifts in governmental authority and funding, emerging challenges in communities and families, and larger demographic, technological, and economic dynamics—to name just a few of many factors—have created new needs and exciting opportunities for philanthropy at the community level. The growth of the sector's resources also commands new attention. Yet the base of knowledge and theory, and the level of debate about variations in philanthropic approaches, are underdeveloped.

In response, the philanthropy and community change program seeks to serve as a strategic learning vehicle for the side of philanthropy centrally concerned with local community change. Through a course of research projects, publications, convenings, and broad-based engagement with practitioners, the program aims to broaden understanding and constructive discussion about the variations in philanthropic goals, theories, lessons, approaches and practices, and to foster and disseminate knowledge about the practice and potential of philanthropy to promote positive community level change. This includes understanding better what foundation philanthropies try to accomplish in community change, what the field's practitioners think will bring about change, and what they do to bring it about. The first year of the program is being used to explore and understand practitioners' central concerns, insights, and lessons about philanthropy and community change in order to develop a long-term research and engagement agenda that is responsive and relevant to the field's needs and interests. This project is funded by the Annie E. Casey Foundation. 2001.

The Coalition of Community Foundations for Youth: Executive Seminar Series

Ralph Hamilton, Harold Richman

The Coalition of Community Foundations for Youth has asked Chapin Hall to help develop and implement an executive seminar series for senior community foundation leadership. The purpose of the series is to enhance and develop community foundations' knowledge, approaches, and organizational capacities to improve the well-being of children, families, and communities. Meant to create an active "learning and doing" community among the participating institutions, the series will be grounded in the goals, experiences, and concerns of community foundations. It will combine structured presentations, facilitated discussions, case studies, forums, resource materials, guest presentations, and both organized and informal peer exchanges. The series intends to increase the knowledge and information of participants by providing a stronger knowledge base about lessons from current practice to improve the well-being of children, families, and communities; greater self-understanding of past accomplishments and potential for improvement; a comparative perspective on the operations and strategies of colleague community foundations; and a better understanding of alternative strategies to achieve their goals. The series also aims to increase the organizational capacities of participants to develop clear outcome goals that focus on results for children, families, and communities; to choose and improve

strategies based on analysis of local context, good practice, and prior experience; to use effective tools to collect and analyze data, measure outcomes, and evaluate program impact; and to align organizational practices and structures with outcome goals. 2001.

Development of a Community Information Infrastructure

Ada Skyles, Jacqueline Moore, Bong Joo Lee, Robert Goerge, Robert Chaskin, Harold Richman, John Dilts, Michael Weir

Through its Information Infrastructure Project, Chapin Hall, with the support of the John D. and Catherine T. MacArthur Foundation, partnered with two community-based collaborative organizations in Chicago to explore ways to develop and sustain community-based organizations' capacity to use information. The project was intended to foster an understanding, within the communities, of the ability of information to improve service planning, delivery, and evaluation and to enable organizations to speak in an informed way about their activities and their communities. Each community-based organization identified specific community-change efforts (improving opportunities for youth employment and job training, for example) that required the development of a range of data resources. In order to assist the communities, Chapin Hall worked with Chicago-area data providers—such as the Illinois Department of Human Services, the Chicago Public Schools, and the city of Chicago—to obtain and map neighborhood-level indicators with which the communities could better understand and evaluate the needs of their residents. The information that Chapin Hall provided to its partners helped them to undertake their own data collection activities, and increased their awareness of the importance of data and information for planning their programs and activities. 2000.

Information for Communities: Experiences and Lessons from a Pilot Project

Ada Skyles, Susan Campbell 2001
A Chapin Hall Working Paper
CB-27 $5.00

This paper describes the development of the Information Infrastructure project, including the activities involved in taking the project from conceptual development through a period of pilot implementation. It also describes the lessons drawn from this experience. A particular focus of the lessons learned is the differences in mission and orientation between researchers and communities and the implications of these differences for collaborative work between the two. These lessons are then related to to the project's aim: increased, sustainable community capacity in accessing and using information. From these lessons, the research team developed a recommendation, reported in the paper: that a new vehicle for meeting the information needs of communities efficiently and effectively—specifically, an information intermediary for communities—should be explored.

Documentation and Evaluation

Neighborhood and Family Initiative Evaluation

Robert Chaskin, Selma Chipenda-Dansokho, Carla Richards, Harold Richman, Stephen Baker, Sylvan Robb, LaShanda Ticer, Amanda Toler, Mark Toles, Jolyon Wurr

The Neighborhood and Family Initiative (NFI) is a comprehensive community initiative launched by the Ford Foundation through the agency of community foundations in four cities: Detroit, Hartford, Memphis, and Milwaukee.

One of the earliest of the current generation of comprehensive community initiatives, NFI is premised on the belief that community development strategies should recognize and build on the interrelationships among social, physical, and economic development, which have historically been treated as separate spheres of action. NFI depends on the active participation of neighborhood residents and professionals, as well as professionals beyond the community, who serve in each community on a collaborative board charged with the development and implementation of a strategic plan for the neighborhood.

Chapin Hall has completed a nine-year evaluation of NFI. Chapin Hall's role was to explicate and refine the theoretical assumptions of the Initiative, to monitor its processes and outcomes, and to provide an ongoing analysis of emerging lessons. For a period of time, the research team also provided technical assistance to sites for the development of local assessments of their progress. Chapin Hall researchers and participants in NFI's Hartford and Memphis neighborhoods collaboratively developed and implemented a neighborhood survey in each of the two communities. The survey focused primarily on residents' perceptions of their neighborhood and what it has to offer them, their place within the neighborhood, and possibilities for neighborhood improvement.

Chapin Hall has published six public reports based on the evaluation that have both informed the ongoing conduct of the Initiative and contributed to applied knowledge in the field generally. The reports have influenced

the design of second-generation initiatives by presenting emerging lessons as the Initiative has progressed, and have been read by public officials at all levels of government, from the federal level (both the executive and legislative branches) to state, county, and city levels across many states. They have also been reviewed and acted on by private philanthropy, from large national foundations to local community and family foundations across the country. Finally, they have informed research both as sources for academics and applied researchers in the field and as texts assigned to both college and graduate students at a number of universities, including Harvard's Kennedy School of Government, Princeton University, Yale University, the University of Chicago, and the University of Memphis. Associated publications listed below. 2000.

Moving Beyond the Neighborhood and Family Initiative: The Final Phase and Lessons Learned

Robert Chaskin, Selma Chipenda-Dansokho, Amanda Toler

A Chapin Hall Report 2000

CB-29

Free of charge, courtesy of the Ford Foundation.

Robert Chaskin

Summary 2000

CB-30

Free of charge, courtesy of the Ford Foundation.

In 1990, the Ford Foundation launched the Neighborhood and Family Initiative (NFI). One of the earliest of what have come to be known as comprehensive community initiatives (CCIs), NFI eventually became a ten-year effort that sought to strengthen a single neighborhood in each of four cities and improve the quality of life of the families who live in them. The Chapin Hall Center for Children at the University of Chicago was the national evaluator for NFI throughout its duration. This report (CB-29) is the sixth and final in a series of reports published by Chapin Hall. It provides an update on the activities of the initiative since November 1996 and distills the lessons learned by NFI over much of its implementation through June 2000, placing these lessons within the context of what has been learned by other CCIs.

UNH: Building Relationships That Strengthen Families and Communities

Prudence Brown, Kitty Barnes

This project aims to better understand how settlements deliberately build interpersonal relationships and connections in a community context. The focus is on relationships among neighbors that can provide support, knowledge, and skills and can form the basis for mutual helping, productive intergroup relations, and social action. Chapin Hall helped to develop a conceptual framework for the study and worked with United Neighborhood Houses (UNH) staff to document these relationships and the functions they serve for the individuals involved, their families, and the communities in which they live. Associated publication listed below. 2001.

Connecting Neighbors: The Role of Settlement Houses in Building Social Bonds Within Communities

Prudence Brown, Kitty Barnes 2001

CB-31 $12.00

This report uses profiles of ten settlement house programs to illustrate the different kinds of relationships that settlements help to foster among neighbors and the different functions these relationships serve for the individual and for the community. It also examines the community-building mission and values of the settlement house and draws some operational lessons about how the settlements translate these values into effective staff practices and programs. The report is based on a collaboration between Chapin Hall and United Neighborhood Houses, an umbrella organization for thirty-seven settlement houses in New York City.

Review of the Neighborhood Transformation Initiative

Prudence Brown, Ralph Hamilton

At the request of the Enterprise Foundation, Chapin Hall reviewed the experience of the Neighborhood Transformation (NT) initiative since its inception in 1990 in the Sandtown-Winchester neighborhood in Baltimore. The review examined NT's progress in order to draw lessons for the field from its accomplishments and its challenges. Most of the major issues in the CCI field played out in Sandtown-Winchester, reflecting both the relevance of NT and its potential to contribute to the evolving theory and practice in the field. Working with Chapin Hall staff on this review was Benjamin Butler of Community Development Associates. Associated publication listed below. 2000.

The Sandtown-Winchester Neighborhood Transformation Initiative: Lessons Learned About Community Building and Implementation

Prudence Brown, Benjamin Butler, Ralph Hamilton 2001

This report examines the Neighborhood Transformation Initiative's (NT) first decade and draws a series of lessons from the successes and struggles of this partnership among the

Enterprise Foundation, the city of Baltimore, and the residents of the Sandtown-Winchester neighborhood. Some of the lessons reinforce NT's decisions about design and implementation, others suggest alternative approaches. Also included is a discussion of the abiding challenges that inevitably arise in partnerships like NT that involve poor communities and powerful institutions outside those communities. The report highlights notable achievements of the project and discusses the role played by each party (Enterprise, the city, and the residents). Copies of the report are available, free of charge, from the Annie E. Casey Foundation.

Annie E. Casey Foundation
701 St. Paul Street
Baltimore, MD 21202
410/223-2890
www.aecf.org

Grassroots Leadership Development Learning Initiative

Prudence Brown

Chapin Hall is reviewing the Mary Reynolds Babcock Foundation's Grassroots Leadership Development Program Learning Initiative. The goals of the Learning Initiative are: (1) to strengthen effective grassroots leadership development efforts, and (2) to advance the field of grassroots leadership development with new knowledge and practice developed through peer learning. Each of the seventeen participating community organizations, all located in the southeastern part of the United States, defines its own objectives for learning and for strengthening its practice. Over a three-year period, three-person learning teams from each organization will participate in a series of four learning "institutes," smaller, focused learning clusters on discrete aspects of grassroots leadership development, and modest implementation grants.

Chapin Hall's initial work—reviewing materials from the program, attending some of the learning activities, and interviewing participants and staff at the foundation and the intermediary—generated feedback for the program that was intended to help shape future learning activities and pave the way for assessing the program's impact. The three questions of ultimate concern to the Foundation are: Has the program been structured and implemented to produce the learning that is desired? How has taking part in the program affected the participating organizations? How have communities changed as a result of the program? 2001.

Neighborhood Strategies Project

Prudence Brown, Janice Hirota, Jessica Pitt

The Neighborhood Strategies Project (NSP) is a community-building initiative whose mission is to "organize communities for work" by creating economic opportunity, developing effective pathways to these opportunities, and enhancing civic participation and local support for economic empowerment. This comprehensive approach requires the development of a ready, willing, and able labor force and the simultaneous creation or retention of job opportunities. The initiative began with an eighteen-month planning and design phase in three communities in New York City: Mott Haven in the South Bronx, Washington Heights in northern Manhattan, and Williamsburg in Brooklyn. Chapin Hall researchers have evaluated the progress of the collaboratives in each community over a five-year period and have also examined various dimensions of the work, such as the role of the collaboratives and the function of the initiative's technical assistance. Patricia Auspos, a consultant, worked with the Chapin Hall team in the final year of the evaluation. The NSP is sponsored by the New York Community Trust. 2000.

Neighborhood Strategy Review

Prudence Brown

This project is a consultation to the MacArthur Foundation that involves reviewing its grant portfolio in the area of Neighborhood Capacity Building in order to assess the fit between the foundation's goals and its grantmaking strategy. The three-person review team—composed of independent consultant Tom Dewar, Michael Bennett from the Egan Urban Center at DePaul University, and Prudence Brown from Chapin Hall—is looking at both the content of this grant strategy (the kind of investments the Foundation is making) and its style (the choices about the size and duration of grants). The review addresses questions such as: What are the Foundation's goals and theory of change for the program overall as well as for the five target neighborhoods in which the program is currently operating? Is the grant strategy likely to produce the intended results? Are there modifications and adjustments that might increase this likelihood? Is the current documentation strategy yielding useful findings? What evaluation strategy makes sense going forward? Associated publication listed below. 2001.

Enhancing Economic Opportunity Through Comprehensive Community Development

Prudence Brown 2001

Published by the Chicago Assembly at http://www.harrisschool.uchicago.edu/research/CURPS

This paper focuses on the role that the community plays in shaping economic opportunities. The writer has studied how a community can be strengthened to enhance economic opportunities for its residents. Despite the argument that "place-based approaches" can not be a primary strategy for increasing economic opportunity in poor communities, community-focused approaches continue to be considered. This is because of a disproportionate distribution of the growing economy that has neglected communities experiencing disinvestments, pressures to stabilize investment in deteriorating neighborhoods that threaten surrounding communities, and emerging evidence about the role of social capital in community life. In response to these limits, comprehensive community initiatives (CCIs) have developed. CCIs work to revitalize communities. The paper examines how this occurs and proposes strategies for maximizing the potential of CCIs to promote economic opportunity. Three strategies are proposed: tying economic and workforce development strategies more closely with opportunities in the regional economy, reaching deeper into the community through organizing and other engagement strategies, and connecting work at the community level more strategically with the larger policy environment.

Review of the Neighborhood Improvement Initiative

Ralph Hamilton, Ada Skyles

The William and Flora Hewlett Foundation sponsors the Neighborhood Improvement Initiative (NII) as part of its Family and Community Development Neighborhood Revitalization program. This seven-year, resident-led Initiative is aimed at improving the physical, economic, and social conditions in three low-income communities in the San Francisco Bay Area. The primary goals and objectives for NII are to connect singular uncoordinated efforts to address poverty-related issues, improve the capacity of residents and community-based organizations to participate fully in the planning and renewal of their communities, improve the capacity of Bay Area community foundations to support neighborhood improvement strategies, provide long-term statistical evidence of changes in poverty indicators, and leverage significant public and private resources to support neighborhood change.

Chapin Hall undertook a review of NII at the Foundation's request. The purpose of this review was to place the Initiative in the context of other similar comprehensive community initiatives around the country, to suggest what NII might learn from experiences elsewhere, and to identify unique elements in the Initiative that might offer important learning opportunities for the field. (A follow-on project, Sustaining a Comprehensive Community Initiative, is described on p. 37.) 2000.

Reinvesting in Youth

Prudence Brown, Clark Peters

Reinvesting in Youth is a multi-jurisdictional, public-private initiative to transform the juvenile justice and youth service systems in Seattle/King County. Chapin Hall staff contributed to the feasibility phase of the initiative by working with members of the key design group on how to evaluate the proposed reforms. 2000.

Donors' Education Collaborative

Prudence Brown, Janice Hirota, Robin Jacobowitz

The Donors' Education Collaborative (DEC) was formed in 1995 as a five-year collaboration among now twenty-one private and corporate New York City funders to improve public education in the city. DEC aims to achieve systemic reform by helping to build a knowledgeable citizen constituency capable of being an effective voice in the policy decisions affecting the quality of public school education.

Four collaborative projects participated in the original four-year implementation of the DEC initiative, which ended in 2000. Two of these were organizing parents to advocate for policy change: the Parents Organizing Consortium (a partnership of grassroots parent groups citywide) and a collaboration between the Metro Industrial Areas Foundation and a number of affiliated sites. A third project, spearheaded by the Campaign for Fiscal Equity, engaged a broad spectrum of education stakeholders to create a mandate for school finance reform. The final project, led by the New York Immigration Coalition, aimed to recast the way city schools serve immigrant families. At the end of the four years, DEC funders recognized the promise of further constituency-building and policy achievements and continued support for three of the projects for two additional years.

Chapin Hall researchers documented the planning process and is continuing to evaluate DEC's implementation for the full six years, gleaning lessons on such issues as ways to build political will, work strategically with educators and administrators inside the school system, and engage new constituencies in the educational policy arena.

The project is sponsored by the New York Community Trust. Associated publication listed below. 2002.

The Donors' Education Collaborative: Strategies for Systemic School Reform

Janice Hirota, Robin Jacobowitz, Prudence Brown 2000
A Chapin Hall Working Paper
CB-28 $5.00

This report examines the progress and significant impacts of the Donors' Education Collaborative (DEC) initiative over the four-year span of its implementation. Through the initiative's projects—the Equity Reform Project, the Metro Industrial Areas Foundation, the Parent Organizing Consortium, and Transforming Education for New York's Newest—DEC sought to build informed, broad-based, permanent constituencies that will advocate to improve public education for all children in New York City. The report details the achievements of the DEC projects and includes a summary overview of the progress of each project during the four years. These achievements include providing a voice in and helping to shape policy debates, strengthening institutional groundwork for reform, raising the visibility of education issues, and promoting the legitimacy of stakeholder groups. The report discusses lessons learned in each of these and other areas.

Constituency-Building for Public School Reform Initiative, Phase II

Janice Hirota

Chapin Hall is providing consultation and technical assistance during the planning period of the Ford Foundation's continuation of its Constituency-Building for Public School Reform Initiative. The Initiative aims to support collaborative projects that employ constituency-building, policy formulation, and communications strategies at the state or regional level in addressing at least one of the following public education policy areas: accountability, resource distribution/distributive justice, diversity/inclusivity, and privatization. Chapin Hall is helping the four planning collaboratives to develop clear, strategic conceptions of their work, consider the structure and dynamics of collaborative decision-making and implementation, and approach issues of self-assessment, documentation, and development of lessons learned. 2002.

Mount Hope Housing Company's Youth Initiative

Janice Hirota

Mount Hope Housing Company began in 1986 with a focus on affordable, quality housing in its deteriorating section of the South Bronx, but the organization has always had a comprehensive community-building mission and strategy. Project READY, its youth initiative, is part of Mount Hope's growing role as a comprehensive community initiative, and the organization's first foray into extended programs for youth. Project READY comprises three programs: a career readiness program for high school youth; a job training program for 17- to 21-year-olds who are out of school; and an expansion of Mount Hope's existing after-school and summer camp programs for 6- to 11-year-olds. Although program goals and strategies differ according to age range, all programs include some aspect of each of the following core elements: academic enrichment, development of leadership capacity, vocational and life skills training, and parent involvement. The emphasis of Chapin Hall's work with Project READY is on helping program staff design data collection strategies and use data to improve practice in both the program planning and implementation phases. In addition, Chapin Hall will document the progress, achievements, and challenges of the Initiative. Chapin Hall's involvement with the project is supported by Mount Hope, with funding from the U.S. Department of Justice. 2003.

Collaboration to Strengthen Children's Language and Literacy Development

Janice Hirota

The Altman Foundation and its grantee partners in its Collaboration to Strengthen Children's Language and Literacy Development seek to examine the collaborative process itself as a means of creating new programs, reinforcing each partner's strengths, and reducing program redundancies. The Collaboration partners are working to develop and implement classroom-based and parent-focused interventions for literacy preparedness through the introduction of art and literacy experiences to 3- to 7-year-old children and their parents. The partners include the Center for Intergenerational Reading, Studio in a School Association, Jumpstart for Young Children, and the Child and Family Policy Center at New York University. The Chapin Hall researcher will provide consultation to the Foundation and collaborating partners on the structure, dynamics, and challenges of collaboration, based on fieldwork conducted with the partners and with their joint endeavor. 2002.

INTERNATIONAL WORK

The well-being of children is a concern that crosses national boundaries, and there is increasing awareness across national boundaries of the importance of research for informing the policies and practices intended to foster children's well-being. Since the mid-1990s, Chapin Hall has been involved in a variety of international endeavors. Working with research centers and individual researchers in a growing number of countries, Chapin Hall researchers have worked on both **organizational development and international relationships** and on **international research projects.**

Current and Recently Completed Work in the International Area

Development of Organizations and Relationships. Chapin Hall's first formal international endeavors involved the Center in supporting the development of children's policy research centers in other countries. An anonymous donor recruited Chapin Hall to help develop a capacity to conduct research designed to inform children's policy, programs, and practice, like Chapin Hall's own, beginning with existing organizations in Israel and Jordan. Both of these centers are thriving and making significant contributions to the well-being of children in their countries.

Chapin Hall worked with the JDC Brookdale Institute in Jerusalem to establish the Center for Children and Youth in Israel. The Israeli center has developed effective working relationships with both the national government and a range of municipalities. The needs of Israeli-Arab children are a special focus for the center, and center staff are involved in a youth services initiative with the city of Nazareth, the largest Arab municipality in Israel.

In Jordan, Chapin Hall supported the effort to develop research capability within the National Task Force on Children, established by King Hussein in the mid '90s. When the work of the National Task Force was completed in 2001, the research wing became the Information and Research Center at the King Hussein Foundation, which initiates research and development projects with a range of governmental and nongovernmental agencies. In its first five years, the Information and Research Center completed pioneering work on child labor in Jordan, among other projects; current projects include study of the growing use of tobacco among young people in Jordan and a comparative study of the social networks and supports used by low-income families in Amman and by Jordanian immigrant families in Chicago, which is being done in collaboration with Chapin Hall. A visit to Chapin Hall by Queen Noor al Hussein in the spring of 2001 marked five years of collaboration between the center in Jordan and Chapin Hall.

Since these first relationships were established, Chapin Hall has gone on to develop additional, largely informal relationships with a number of other children's policy research centers around the world, in Brazil, England, Ireland, Northern Ireland, Norway, South Africa, and Spain. These relationships often operate at the institutional level but they are usually based on individual relationships among researchers with common interests. The relationships are advanced by a variety of means, including information sharing, consultations, and brief as well as extended visits. A sponsored International Fellows program at Chapin Hall makes possible a substantial number of the extended visits to Chapin Hall. This program has brought researchers from other countries to Chapin Hall for periods ranging from two to twelve months since 1997.

In April of 2001, Chapin Hall researchers took the next step, moving beyond individual relationships to develop a network of relationships, as part of a group of twenty-seven researchers from ten policy research centers that came together for this purpose. The centers share a common mission: to build knowledge through research that is explicitly intended to inform policy and practice relating to the well-being of children. The group met for three and a

half days in San Sebastian, Spain to share information about individual center structures and operations, to identify organizational issues and research interests that might benefit from joint work or a cross-national approach, and to explore the possibility of developing working relationships to facilitate the work of participants.

On the organizational side, the group focused on issues with potential for influencing the work of the centers, such as affiliations, funding, dissemination and impact, and staffing. In discussions of the substance of their research, the centers focused on five areas: child welfare, community support systems for healthy child development, residential care and residential education, juvenile justice and the law, and cross-cutting issues in research.

Followup actions include a commitment to continued information sharing, which Chapin Hall agreed to facilitate, in part through the development of a shared website. There is also to be a more structured system of staff exchanges and exploration of ways to conduct student exchanges and to develop training for future researchers.

Seven working groups were created to take up specific issues, with one or two of the participating centers taking the lead in each case. The issues are: ethics, child experience and voice, dissemination and impact, diversity, residential care, system responses to child abuse and neglect, and community-based planning for youth services.

International Research Projects. Chapin Hall's current and recent international research includes projects designed both to monitor the well-being of children and to examine and help improve the systems designed to protect them, as well as an examination of how immigrants to the United States make connections and cope with life in their new country.

Chapin Hall researchers were among representatives of twenty nations who came together to develop cross-national indicators of child well-being to inform policy making and planning. The group's work is captured in a book, *Measuring and Monitoring Children's Well-Being*, published in 2000. The success of this four-year endeavor has led to a second, ongoing project that is to design and conduct a set of coordinated national and local studies on children's well-being and the effectiveness of children's services.

Center researchers are also examining the risks of child maltreatment in five countries and the reform of the child protection system in one of these, working with World Vision, an international relief organization, in both cases. The first of these projects is intended to illuminate the factors that place children at risk for maltreatment in developing countries. The five countries serving as sites for this exploratory research are Ghana, Kenya, Brazil, Thailand, and Romania. The second project is a mid-term evaluation of a four-year project that is to develop the infrastructure needed to reduce the use of large institutions for the care of abused, neglected, or dependent children in the context of a national child welfare reform initiative in Romania.

In this Section

The remainder of this section presents Chapin Hall projects in the international area that were completed in 2000 or 2001 and those that remain in progress. Publications resulting from these projects that have appeared since the last edition of *Projects and Publications* (October 2000) are featured here. These and all earlier publications that remain available from Chapin Hall or other sources are presented in a list inserted in a pocket on the front cover of this volume.

Development of Organizations and Relationships

Center for Children and Youth in Israel

Robert Chaskin, Harold Richman, Chapin Hall Staff

Chapin Hall, which assisted in the establishment of a new children's policy research center in Israel, working with the JDC-Brookdale Institute in Jerusalem, continues to collaborate on the center's ongoing development. The mission of the new center is to enhance the well-being of all children in Israel and the ability of families and the state to meet the needs of children and youth. The Center aims to develop and apply the knowledge necessary to ensure young people's optimal development, their realization of opportunities, and their capacity to contribute to society. Chapin Hall and the Center share experiences in a variety of areas of mutual interest. The Center, which works closely with the Israeli government and municipalities, is emphasizing study of the needs of children at risk of not achieving their potential or not integrating into Israeli society. Israeli-Arab children are of special interest to the Center. Recently, the Center has begun collaborating on research and planning activities with the city of Nazareth. The collaboration, an effort to enhance youth services, has three goals: to assess the needs of Nazareth's young people, to map existing services for youth, and to develop a citywide services plan. Ongoing.

Center for Children and Youth in Jordan

Harold Richman, Ali Abunimah

The year 2001 marks five years of cooperation between Chapin Hall and Jordan on the development of a research center committed to gathering data on the status of children in Jordan and undertaking research on Jordanian programs and policies affecting children and families.

This partnership began when Chapin Hall helped the National Task Force for Children (NTFC) to create a research wing. In 2001 the NTFC completed its mandate and the research wing became the Information and Research Center at the King Hussein Foundation (IRC), an autonomous center which continues to initiate research and development work independently, and with governmental, nongovernmental, and international agencies.

The IRC is currently engaged in multiple projects that include an initiative in cooperation with Jordan's ministries of youth and culture to document and evaluate all the governmental and nongovernmental programs for children and youth that the two ministries oversee. Among several research studies is an investigation of the growing use of cigarettes and other tobacco among youth aged 15–18. In cooperation with UNESCO, the IRC is developing the concept of early childhood family education in rural Jordan, building on existing indigenous forms of childhood education and collective child-rearing. A comparative study of the social networks and supports used by low-income families in Amman, Jordan with Jordanian immigrant families in Chicago is currently underway in collaboration with Chapin Hall. This study will help support existing social capital in Jordan, while helping researchers in the U.S. to understand what immigrant children and families need to adjust and participate fully in U.S. society.

In its first five years, the IRC pioneered work on child labor in Jordan and established databases on all child research in Jordan and laws affecting children, among other projects. Ongoing.

International Program

Robert Chaskin, Selma Chipenda-Dansokho, Harold Richman, Ali Abunimah, Rosemary Gill, Shannon Guiltinan, Chapin Hall Staff

Chapin Hall's International Program is working to foster the development of relationships between Chapin Hall and children's policy centers in other countries and, more recently, among a network of such centers. At the organizational level, the program is both developing new relationships with children's policy research centers abroad, including centers in Brazil, England, Ireland, Northern Ireland, Norway, South Africa, and Spain, and continuing earlier work with children's research centers in Israel and Jordan. The relationships may include providing assistance to other centers, developing partnerships to work on particular projects, and participating in conferences and seminars.

As this suggests, these relationships also operate at the individual level, which is in keeping with the origins of the program. Since 1997, Chapin Hall has had an International Fellows Program that was launched to facilitate the exchange of ideas, methods, and experiences among applied policy researchers focused on children's issues in societies undergoing fundamental change. The Fellows Program brings advanced academic and policy professionals to Chapin Hall to pursue independent, policy-relevant work concerning children and child-well being. Chapin Hall has hosted about six fellows a year for periods ranging from two to twelve months. Fellows pursue their own

research or writing with the collegial support, rather than supervision or instruction, of Chapin Hall staff.

These collaborations, whether organizational or individual, have already resulted in various forms of cross-national work, including collaborative research projects and joint publication. This program is designed to foster more of these activities and others, including joint dissemination of research products, and the establishment of working groups, organized around particular research issues. 2004.

International Research

Monitoring the Well-Being of Children Internationally

Robert Goerge, Bong Joo Lee

Chapin Hall was among the U.S. cosponsors of an international group developing cross-national indicators of child well-being for informing child policy making and planning. Composed of representatives of twenty-seven nations, the group met in three working sessions—in Jerusalem in 1996, Campobasso, Italy, in 1997, and South Carolina in 1998. The initial goal of the group was to develop a set of indicators that comprehensively captured the aspects of child well-being throughout the "developed" world, believing that the United Nations was adequately addressing monitoring issues of children in the "developing" world.

Before the Campobasso conference, working groups focused on six topics: census and survey data, primary research, administrative data, children's rights, policy perspectives, and childhood as a stage in itself. In addition to focusing on the substance of these topics, participants explored how the topics related to five domains of children's lives: social connectedness, civil life skills, personal life skills, safety and physical status, and children's activities. Chapin Hall led the working group on using administrative data for research and policy and sent two representatives to the Campobasso conference.

At Campobasso, the working group reports fueled discussion on the five domains; on other, nondomain indicators; and on the policy relevance of the effort. Before adjourning, delegates agreed to a process for selecting new indicators and established criteria governing their selection. At the third meeting, in South Carolina in 1998, working groups selected five domains to concentrate on and began to finalize the list of indicators for the group's future work.

Organizations involved in this effort include the Center for Research and Public Education in Israel, Childwatch International, the European Center for Social Welfare, the Institute for Families in Society, the International Youth Foundation, the Israel Center for Children and Youth, and the U.S. National Academy of Arts and Sciences. The project produced a book *Measuring and Monitoring Children's Well-Being* published by Kluwer Academic Publishing, described below. 2000.

Measuring and Monitoring Children's Well-Being

Asher Ben-Arieh, Natalie Hevener Kaufman, Arlene Bowers Andrews, Robert M. Goerge, Bong Joo Lee, Lawrence Aber

Published by Kluwer Academic Press, http://www.wkap.nl, The Netherlands, 2001.

This book discusses the project undertaken by some 80 experts in twenty-seven countries who worked together for four years to redefine the concept of children's well-being and to suggest new indicators to measure and monitor the status of children. The book presents the discussions held and agreements reached at two conferences on child well-being. The authors lay out their interpretation of the field of measuring and monitoring children's well-being and make a strong case for continued and increased commitment to the development of meaningful indicators. They suggest how measuring and monitoring efforts can be used to promote children's well-being through their communities, and they propose a set of indicators and discuss their possible applications.

The Multi-National Project: Measuring and Monitoring Children's Well-Being

Robert Goerge, Mairéad Reidy

The successful completion of the developmental phase of Monitoring the Well-Being of Children Internationally (1996–2000), including the positive reception to it in the U.S. and abroad, has led to the initiation of the second phase, The Multi-National Project: Measuring and Monitoring Children's Well-Being. The goal of the second phase is to design and conduct a set of coordinated national and local studies on children's well-being. Researchers aim to advance and develop new measurements and tools for studying child well-being and evaluating the effectiveness of programs and services for them.

Researchers are currently developing a rigorous scientific protocol for measuring 50 indicators of children's well-being across five domains (personal life skills, civil life skills, economic resources and contributions, children's safety and physical status, and children's activities). Where possible, the objective is to identify measures from the child's perspective, and the initial focus is on children between the ages of 6 and 14. Chapin Hall is collaborating with the National Center for Children in Poverty (NCCP) to lead this effort. Partners include the

Hebrew University of Jerusalem, the German Youth Institute, the University of York, and the European Center in Vienna.

A series of meetings have been held to bring together experts from across the world to identify and discuss measures. In February 2000, the European Center in Vienna hosted a small planning meeting, and in July 2000 a follow-up meeting was held at the Chapin Hall Center for Children. Researchers are aiming to be ready to pilot test the scientific protocol by early 2002.

This project has been funded by the Federal Interagency Forum on Child and Family Statistics and the W.T. Grant Foundation. 2002.

Investigating Child Protection in Developing Countries

Deborah Daro

Chapin Hall staff are helping to shape an effort being undertaken by World Vision, a large international relief organization, to understand the various factors that place children at risk for maltreatment within the context of developing countries. In April 2000, Chapin Hall hosted a meeting of representatives from three of five countries serving as essential sites for exploratory research in this area. Chapin Hall worked with these representatives to implement data collection strategies focusing on a sample of community leaders, caretakers, and young people from seleted regions of Ghana, Kenya, Brazil, Romania, and Thailand. During the summer and fall of 2000, World Vision staff conducted interviews with parents in some 1,000 households and focus groups with over 800 community leaders and 460 children ages 8 through 15. These data indicated a high level of awareness and concern for child safety in all five counties. However, the findings also underscored the breadth of problems families face in rearing children in these regions and the limitations of existing social service programs.

Chapin Hall is working with World Vision staff to develop a series of reports on this study. Emphasis is being placed on using these data to generate greater interest within World Vision and the international relief community in addressing the problem of child maltreatment. Also, it is hoped that the study's methodology will offer others a useful framework for conducting research on parent-child interactions and the role of community supports within the context of developing nations. The final report will be available in the fall of 2001.

Midterm Evaluation of the Child Welfare and Protection Project in Romania

Fred Wulczyn, Britany Orlebeke, Jennifer Haight

During the summer of 2000, Chapin Hall conducted a midterm evaluation of the USAID-funded four-year Child Welfare and Protection Project (CWPP). Chapin Hall was retained by World Vision, working under contract with the United States Agency for International Development (USAID) and three nongovernmental organizations (NGOs). Through the CWPP project, still ongoing, the NGOs are working collaboratively in three Romanian counties to assist local authorities in the development of the infrastructure needed to reduce the use of large institutions for the care of abused, neglected, and otherwise dependent children. The goals of the project are part of a national reform effort to modernize the Romanian child protection system. The NGOs are focused on activities related to placement prevention and family preservation as well as to the deinstitutionalization of children currently in large institutions. To accomplish these goals, they are working with communities to develop local continuums of care that include early intervention programs, education, and training, as well as clinically appropriate alternatives to institutional placement. Finally, the NGOs' goals include system capacity development to encourage both long-term sustainability in the program sites and replication in other areas. A report, written in English and Romanian, is being prepared. 2000.

Children of Immigrant Communities

Ali Abunimah, Michael Little, Louise Cainkar

With funding from the Hummel Foundation, Chapin Hall researchers are examining the connections that immigrants—part of the "new immigration"—coming to America keep once they make the transition to life in their new country. The researchers plan papers on three topics: race and ethnicity, a comparison of the experiences of poor families in Jordan with those of poor Jordanian immigrants, and the effects of movement and immigration on children. In order to gather data, interviews will be conducted with families that have immigrated as well as with groups of people who have experience working with immigrants.

The project lasted one year, starting in September 1999. Most of the work being done took place in Chicago, although some work also took place in Jordan. The work included a secondary analysis of quantitative data, such as statistics from the Census. 2000.

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